

THE **DEAF**
American

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President Nixon**

THE NATIONAL MAGAZINE FOR ALL THE DEAF



**February
1972**

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The Editor's Page

Total Communication for Deaf Adults

As we have stated previously, total communication is a philosophy rather than a method (or methods). The philosophy itself is apt to differ among deaf adults—according to patterns which have become more or less fixed.

Proponents of "oralism" like to assert that "a majority of the deaf leadership consists of those who were adventitiously deafened" and that they tend to use oral skills. We are not sure about this line of reasoning—unless it is that oral skills are indispensable to leadership.

We often ponder the aspects of oral skills as a deaf person grows older. Aside from the tendency of deaf persons to depend less and less on their oral skills after leaving school, we wonder about such facets as voice quality and speechreading skill.

Does voice quality tend to deteriorate with aging and less effective "inner monitoring" and, conversely, does speechreading skill improve with experience? Individuals are certain to come up with firm opinions on this subject, but has any research been done among deaf (not hard of hearing) persons?

What are the factors that account for so many deaf individuals being very effective in person-to-person conversation but very hard to understand in large group or platform deliveries (using amplification)? Do enough people really care to the point of digging up the answers and seeking remedies?

What expectations should exist in the utilization of oral skills by the prelingual deaf? (The rare exceptions should be disregarded.)

Comment?

What Do Deaf People Read?

What do deaf people read after leaving school? Does it follow that they read less in the 1970s than they did in decades past?

How important is reading for deaf adults nowa-

days? What vital information do they get from reading material?

Are deaf people, in general, any better readers after they leave school—say a decade or decades later? Could anything be done to improve their reading skills? Are adult education programs at an impasse? Is there any demand for courses in reading? Comment?

Involvement in Organizations of the Deaf

From several quarters have come assessments of the involvement of the deaf in organizations of, for and by the deaf. The consensus (if such a word is appropriate) is that on the local level it is getting harder and harder for many organizations to survive due to declining interest and/or participation. Things seem to be just a little better on the state level.

At the national level, organizations are going strong—but with fewer people involved in relation to those at the local and state levels.

If involvement at the local level is on the decline, what are the reasons? Do the deaf have too many organizations drawing from the same segments of the deaf population, or do changing times account for the disinclination to get out and participate.

Is there a "generation gap" or a "leadership gap" at the local level? Is there a "followership gap"? Is there a lack of common interests for all age groups among the deaf?

Comment?

Educational Opportunities

For the past decade opportunities for the deaf in postsecondary education have been increasing. So have facilities for vocational and technical education, including rehabilitation-type training.

We wonder what the so-called "rank and file" deaf think about such educational opportunities—if they are aware of their existence.

Comment?

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FEBRUARY, 1972

Edwin Nies: Dentist And Clergyman

A Conversation with FRANK BOWE

Dr. Edwin Nies was born and reared in New York City, graduating from the Lexington School for the Deaf and from Gallaudet College in 1911. After receiving his dental degree from the University of Pennsylvania in 1914, Dr. Nies began his dental practice in New York. At the same time he began a long period of service to the deaf parishioners of St. Ann's Church for the Deaf in New York City, the oldest such church in the United States.

In June 1949, he was ordained into the Diaconate by Bishop Charles K. Gilbert. The following year he was ordained a priest in the Episcopal Church by Bishop Donegan at St. Mark's in the Bowverie.

Dr. Nies has three children: Dr. Winifred Northcott, consultant for Preschool Programs for the Deaf in the State Department of Education, Minnesota; James, an engineer, and William, an art director, by his first wife Maud Huntington Peet. Today, he lives with his wife Barbara near the Columbia-Presbyterian Hospital in New York City.

Dr. Nies served as dentist for children in Lexington and Fanwood Schools for the Deaf for many years. At Fanwood he has also served as a religious teacher and unofficial chaplain for commencements, annual banquets and other such events.

Dr. Nies was the first deaf man to receive a doctorate in dentistry, as well as one of the first to earn a doctorate in any field. He is well-known in the New York metropolitan area for his many achievements, including president of the Lexington Alumni Association for 35 years and member of the staff at Knickerbocker Hospital, New York City, for many years, and for his seemingly endless fund of interesting stories of the "good old days" and of his many humorous exploits.

Gallaudet College recognized his contributions and awarded him the honorary degree of Doctor of Humane Letters in 1964.

Despite his age, which is unknown and certainly legendary, Dr. Nies remains lively and active. I began our interview with a question about his age, which I did not really expect to have answered. His jocular response set the tone for the entire interview.

* * *

BOWE: Dr. Nies, I know you were born sometime between the Civil War and World War II, but can we be a bit more exact about this?

NIES: The last time I told my age was when I applied for a driver's license (grins).

BOWE: Okay! What are you doing these days?

NIES: I retired from the clergy in 1964 but still hold two church services a month, one in Brooklyn on the third Sunday. On the fourth Sunday, I'm in Garden City, Long Island, to interpret a service there.

BOWE: That doesn't sound like retirement to me. You look quite sprightly to me. For a man your age . . . excuse me, Dr. Nies. I promised. O.K. Can you tell me a little about your childhood?

NIES: I grew up in a clean New York City.

BOWE: Is there such an animal?

NIES: Sure! Clean streets, trolleys and so forth. No problems of pollution then. My family lived a few blocks from the old Lexington School. When I lost my hearing from spinal meningitis at 6½ years, I transferred from public school to Lexington. For four years, I was a day pupil. Then Lexington passed a new rule: no day students. So from Sunday night to Saturday morning I lived at the school.

BOWE: What did you do weekends and vacations?

NIES: I continued to play with the hearing kids in the area on weekends. Every summer my family and I went away to places where there were no deaf people. My father, who was manager of the famous Delmonico Restaurant in the gay 90's, was always able to put me to work during the summer and Christmas vacations. All of this was with hearing people. Among other things, my father got me a job in a florist shop and I was pressed into service delivering flowers. The jobs really made me use my speech and lipreading. When I was 14, a hearing friend who was two years older and I had passenger boats for hire. We would row the boats for them. I taught my friend fingerspelling.

BOWE: Sounds like the Floating Opera. After you were graduated from Lexington, what happened?

NIES: Well, I was 16 then and went on to Gallaudet, the youngest in the preparatory class. I was active in the theater and played football every year. Seemed that I was always on committees to arrange dances. At that time Gallaudet had few activities except the Saturday Night Dramatic Club which gave a show once a year.

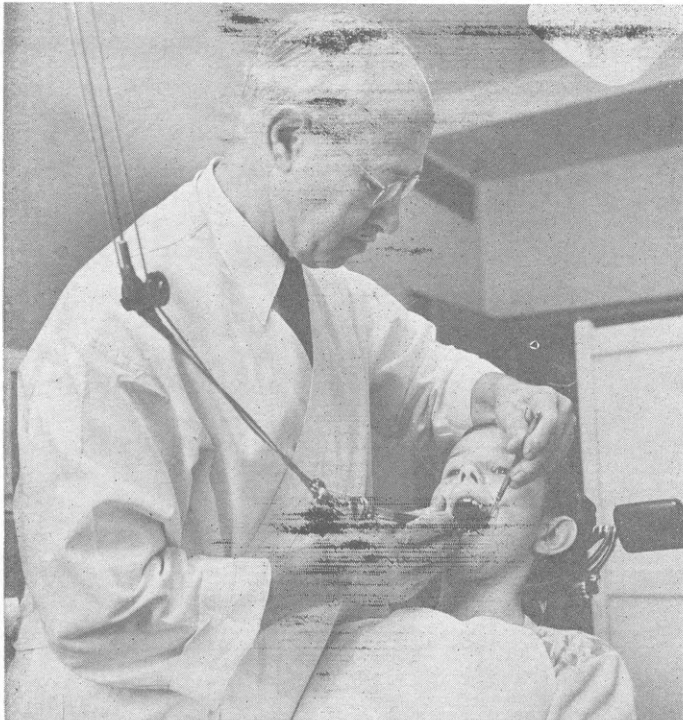
BOWE: Who was president of Gallaudet at that time?

NIES: Edward Miner Gallaudet was president during my first



Left: LEXINGTON SCHOOL CAKE CUTTING—The above picture was taken on the occasion of the Lexington School for the Deaf's 100th anniversary celebration. At the left (no name given) is the president of the school's board of trustees. In the center is Dr. Clarence D. O'Connor, superintendent. Dr. Edwin M. Nies, in clerical dress, and a Lexington School pupil are cutting the cake. Right: Dr. Nies as he posed for a recent photograph.





DENTIST—This picture taken quite a few years ago shows Dr. Edwin M. Nies giving one of his young patients a dental checkup.

two years. Dr. Hall then succeeded him as president for my last three years.

BOWE: Who were some of your teachers?

NIES: Dr. Draper taught geometry, algebra and math. He was a famous teacher. Dr. Percival Hall also taught math before he became president. Dr. Hotchkiss taught English. Hotchkiss Field was named as a tribute to him. Miss Elizabeth Peet was another of my teachers before she became dean of women. Dr. Day was a teacher of higher math after Draper stopped teaching. Many famous deaf chemists studied under Dr. Ely, an outstanding professor of chemistry and science.

BOWE: Wow! I see half the buildings at Gallaudet here! How did you become interested in dentistry?

NIES: I guess it began during my sophomore year, really. I was visiting one of my four uncles during summer vacation. He was a very famous dentist in the Brooklyn area. The first day I reported, my uncle was very busy so he put me in a small room and told me to wait there. It was his dental laboratory and it was very interesting. I was very impressed—by the equipment and the action. I saw technicians making false teeth and bridges. At that time, a great many people lost their teeth and needed replacements. I had never seen anything as challenging before. I asked my uncle if I could come back the next day. He said, "OK, but just don't bother me too much." Before long, I had become friends with the dental technician—my uncle was too busy—and when I asked "What's this instrument for? What's that?" he explained it fully to me.

One day the dental assistant went on vacation and I replaced her in the dental office. Again, it was very new and very interesting. In my senior year, I worked part-time in a small dental laboratory in Washington, D.C., as well as during the summer in Brooklyn. I was determined to enter a dental school to become a dentist, rather than remain a dental technician. I figured my experience both in the laboratory and in the office would be useful.

That Easter vacation I went back to my uncle for a serious talk with him about dentistry. I didn't tell him my ambition but merely asked him where he went to study to become a dentist. He never thought his deaf nephew could become a dentist! Anyway, he said the best education was at the University of Pennsylvania so I quietly applied in April. They wrote back that if I got my B.A. they would accept me.

The Admissions Committee had never heard of Gallaudet

and thought it was a regular college and that I was a hearing person. I didn't tell anyone that I had been accepted. To me it was like the "impossible dream." I was not sure I could meet the challenge—it was a dream to me. One month before university classes opened I told my father who told my uncle, the one who was a dentist, and he said: "Let him try." So I was all set.

Then two weeks before I was to leave, I received a letter from the University of Pennsylvania. They had just found out that Gallaudet was for deaf people. Even though they had accepted me earlier, they withdrew the invitation.

BOWE: You must have felt this was the end.

NIES: Now, it was just the beginning. I remembered a woman I had met during my 15th summer. Remember we talked about the "Boat Rides—25c." Well, one day a young dignified man hired my boat and my talents for an hour. He got into the launch and under the canopy where it was cooler on that hot day. That young man was the most important person in my life. He happened to be a doctor—a young psychiatrist, Dr. Frank Hallock.

I began to row. I told him I couldn't hear at all, but could read his lips. I felt he was a person I wanted to know better. He told me that my voice had an unusual quality and attracted his attention. He couldn't decide what my nationality was, so he asked. I said that I was an American but my father's father was German and my mother had come from France with her family when she was only two. Both my grandfathers were in the Civil War. I was proud of that—it seemed to prove that I was an American. Dr. Hallock then asked if he could meet my parents.

This young psychiatrist was interested in the fact that a 15-year-old totally deaf boy had good speech and lipreading. Today that is common but then it was unusual for a deaf person to meet and know as many hearing people as I did.

Through this young man I met a girl from a very famous girls school in Philadelphia. Dr. Hallock did not introduce us but gave me a card and suggested I call on her on my way to Washington. In those days you could buy a ticket from New York City to Washington and have a stopover in Philadelphia, Baltimore and other cities. I made a practice each trip to get off and visit with hearing friends.

This woman, who was dean of the private school for girls, was Miss Mary Wallace Weir. When I got that letter of rejection from the dental school at the University of Pennsylvania, I thought of Miss Weir. So I visited her and at the same time visited a deaf family there. I was determined to go to dental school, and to seek their support in getting there!

BOWE: This is certainly sounding like the "Floating Opera." You recall the book by John Barth. He talks about how our friends float past; we become involved with them; they float on, and we must rely on hearsay or lose track of them completely. They float back again and we must either renew our friendship—catch up to date—or find that they and we don't comprehend each other any more. He says that is how much of life works. From what you've told me, it seems true of your life. But go on.

NIES: Well, Miss Weir contacted the dean of the dental school and made appointments for me to meet several faculty and demonstrate how well I could speak, lipread and explain my experience with dentistry to date. I visited these faculty members with her.

It was my good fortune that the dean of the Dental School, Dr. Edward Kirk, had formerly been the attending dentist at the Pennsylvania School for the Deaf during his early practice and was therefore quite well acquainted with the deaf. He believed that they should be granted equal opportunities with the hearing. Anyway, Dr. Kirk wrote to me suggesting that Miss Weir take me to meet a very prominent doctor in the medical department of the University. We did, and his name was Dr. William J. Merrill. Following that meeting, Dr. Kirk wrote that I was accepted on a probationary status. Dr. Kirk stated he was accepting me on his own responsibility and would require me to compete equally with my hearing classmates. I was required to report to him from time to time. No one could have taken a more warm-hearted interest in my progress

than Dr. Kirk and that served as an intense spur to my own desire to graduate.

BOWE: Were there any problems when you first started classes?

NIES: Well, when I was in Gallaudet there were only 37 in our entering class and only 9 when we graduated. Now in the University of Pennsylvania, my class numbered 200! For the first time in my life I was frustrated and couldn't make friends. I found school much tougher than I had expected. The lack of friends in my class was the most depressing. After one month I felt like leaving.

Then two days before I planned to leave, signs appeared all over the campus: "All out for Fall Rowing." That was my life! Nothing better than being in a boat with seven other young men. I'm speaking now of graduate interdepartmental races—not varsity—departments like Dental, Medical, Law each had crews that competed.

I went to the boat house on the Schuylkill River. I had seen crews before, so I knew what to wear and was ready to try out that very day. When I arrived, however, I saw 50 other young men! One of the assistant managers was calling out with a megaphone—"Medical over here! Law over there!" Of course, lipreading was impossible. I didn't know what to do. I was ready to go home again. After all, I didn't know any of my classmates well or what the score was.

BOWE: So what happened?

NIES: One tall boy who was standing next to me said something. When I replied "What?" he fingerspelled, "I know you." It was that boy from Asbury Park whom I had taught to fingerspell while we were rowing boats in the summertime!

BOWE: Unbelievable! If this thing were not true life, I'd have a hard time believing it. It has more coincidences than a Henry Fielding novel.

NIES: Well, he asked: "How come you're here?" I told him that I was in Dental '14. He replied, "Hey, so am I!" His name was Frank Zulauf, and he said, "You and I know more about rowing than all the others put together." We marched down, found the assistant manager and said we were from Dental '14, and that was that.

BOWE: Did you two row together in the same boat?

NIES: Yes. There are eight men in the boat and I was No. 7. Frank was No. 6, right behind me. Number 7 is the second most important oarsman on the shell. He must follow every move No. 8 makes. Frank told me if I was doing something wrong. When the coach yelled at me, Frank would fingerspell the message. Lucky he was so tall and long-limbed, he could reach over my shoulder and spell.

Frank was important in other ways, too. He wrote for the "Daily Pennsylvanian" and my 200 classmates soon learned who Ed Nies was. Overnight, I made many new friends. Without Frank for a friend and the satisfaction of rowing for four years, I might never have become a dentist.

BOWE: Did your newfound friends in Dental '14 help you in school?

NIES: Yes, and I helped them, too. I had what many of them

did not have—wide experience in dentistry. My help was important to them because those who did not meet the requirements in the laboratory were judged not skilled enough with their hands to work with patients. The laboratory work required manual dexterity and skill. In return for that help, I always got plenty of class notes from them, and encouragement, too.

BOWE: So you graduated in 1914 and set up a successful practice in New York City. Then, later, you decided to become a priest. How did this happen?

NIES: Of my four uncles, two were famous preachers. While I was still at Gallaudet one asked me if I was interested in becoming a minister for the deaf. He would pay my way through seminary. At the time, I preferred dentistry. While at Penn I went to the All-Soul's Church for the Deaf in Philadelphia. The Reverend Orvis Dantzer, a graduate of Gallaudet, asked me to serve as a lay reader.

In 1918, I opened my own dental office in Washington Heights, New York, one block north of St. Ann's Episcopal Church for the Deaf, where I had been confirmed several years before. St. Anne's is the oldest church for the deaf in this country. From that time on, I participated fully in the work of St. Ann's Church and church work became my avocation. I have served as a lay reader there for 25 years and was ordained a priest by Bishop Donegan in St. Mark's in the Bouwerie in New York City, in 1950.

BOWE: I believe the current pastor at St. Ann's is Jay Croft, a deaf man himself.

NIES: Yes. It was at St. Ann's that I met my wife Barbara. She attended a hearing high school and Wilson College, having lost her hearing at 6½ just as I did. For eight years she worked in the Columbia Presbyterian Medical Center with the doctor who invented the RH vaccine. Then she earned an M.A. degree in audio-communicative disability from New York University and an M.A. degree in education of the deaf from Columbia University. She is presently teaching at Fanwood.

BOWE: Yours has been a remarkable life, Dr. Nies. Thank you.

* * *

N.B. Dr. Winifred Northcott, having learned that her father would be featured in an article in THE DEAF AMERICAN, contributed the following insights into Dr. Nies' role as a leader in the deaf and professional community:

During World War I, Dr. Nies was dentist in the Home Service Division of the American Red Cross. He has been chaplain of the Gallaudet Home for the Aged Deaf in Poughkeepsie, New York, since 1949 and was elected to the board of trustees of the Gallaudet Home, serving since 1926. He served several terms as a member of the executive board of the National Gallaudet Alumni Association, was chairman of the Education Committee, National Association of the Deaf, for three years and a member of their Executive Board. He also served one term on the National Board of the Conference of Church Workers among the Deaf. He is a brother in Kappa Gamma Fraternity, and a member of the National Fraternal Society of the Deaf and of the First District Dental Society.

Ned C. Wheeler Named To Gallaudet College Board

Ned C. Wheeler, a civil engineer from Ogden, Utah, has been named to the Gallaudet College Board of Directors. Wheeler's appointment, recommended by the Gallaudet College Alumni Association and confirmed by the Board at its January 20 meeting, fills a seat left vacant by the death of Miss Mary Switzer, vice president of the World Rehabilitation Fund and a member of the Board since May 1970.

Deafened at age 13 from an attack of spinal meningitis, Wheeler transferred from public high school to the Utah School for the Deaf, Ogden, and graduated in 1933. He attended Gallaudet College for two years and completed several civil engineering courses at the University of Utah.

Wheeler worked as a draftsman and later a design engineer for the Ogden City Engineering Division before being named in 1962 to his present post as the Division's office engineer. In 1948, while serving as design engineer, he founded a private engineering company which handled subdivision design, property surveying and municipal engineering for smaller communities surrounding Ogden. However, as his authority within the City Engineering Division increased, the additional responsibilities made it necessary for him to give up the private practice in 1967.

A member of the American Society of Civil Engineers since 1950, Wheeler is active in the Utah Association of the Deaf—he has been a member of its school

committee for more than 20 years; the National Association of the Deaf; and the National Fraternal Society of the Deaf. He also served on the Utah State Board of Education committee which evaluated the academic program at the Utah School for the Deaf.

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See full-page ad on page 22 of
this issue.

Commonwealth Of The Deaf Once Proposed

By FRED R. MURPHY

The present trend toward integration of the deaf with the hearing community has been productive of many benefits. Among them are a better understanding of the deaf, more concern for their education, greater utilization of their potentialities and skills, and, hopefully, better acceptance of them by society as humans with abilities and not as social liabilities.

This, to the deaf, is a most invigorating situation—one that they have waited for for a long time, and which they are now enjoying with all possible relish.

It was not long after the beginning of the education of the deaf in America that the deaf began to realize their importance and the fact that they were denied many of the privileges and rights accorded their hearing peers. Organizations to protect their rights, or to secure their rights, began to come into existence. It is strange that although the Constitution of the United States guaranteed the citizens their rights, the deaf, as a class, had to sweat and toil to secure these same rights for themselves. The Constitution clearly stated "all" citizens but somehow it seems that this did not include the deaf.

It is interesting to note the reactions of one deaf citizen who apparently was more aggressive than others. This evidently disgruntled citizen was James J. Flourney, a semi-mute, and a product of the American Asylum for the Deaf and Dumb (as it was then called) in Hartford, Connecticut.

Upon completing his education at the American Asylum, Flourney took up residence near Athens, Georgia. It seems that sometime after 1834 a law was passed by the legislature of Georgia making deaf (and dumb) persons idiots in law and providing them with guardians. This unfair piece of legislation evidently aroused Flourney's anger and he set about to right the wrong.

Flourney issued a circular addressed to the deaf mutes in the United States and Europe. At that time the use of the terms "deaf and dumb" and "deaf mutes" was common. The use of these terms in this article is solely for the purpose of impressing on our readers the significance and social position that has been obtained since the abandonment of the use of these terms.

In this circular Flourney proposed the establishment of a Commonwealth of the Deaf and Dumb—a state populated by deaf and dumb who would have all rights and privileges necessary to secure the government and offices of the State, to the mute community. He even proposed that a representative be sent to Congress.

In short, this was Flourney's retaliation for what he, at one time, described

as the feelings in the South toward the deaf—condemned, spurned, degraded and abhorred.

Flourney's proposal precipitated a steady stream of discussion in the staid columns of the **American Annals of the Deaf and Dumb** beginning with the January 1856 issue (Vol. VIII, No. 11).

Judging from his writings, Flourney was a very intelligent man, quite capable of expressing himself in eloquent and impassioned appeals to reason, with due allowance to the fact that he was very incensed by the attitude toward the deaf and dumb in the South.

In defense of his proposal Flourney once wrote, "... I see no redemption but in forming a powerful oligarchy of our own to control a State at the West—a Deaf-mute Republic. We would, in that small state, allow no hearing man to have any lucrative office. This is all I care about, its Legislature, Judiciary, etc., all mutes."

Flourney's proposal naturally elicited replies from other deaf persons and for a time the columns of the **Annals** bristled with pro and con arguments over the proposal.

William J. Turner, one of Flourney's former instructors, added a note of caution to the discussion when he wrote to Flourney through the columns of the **Annals**. Turner argued that the deaf would be unwilling to leave their parents and friends, that if they were indigent they lacked the means to make the move; if affluent there was no inducement for them to make the change. He also pointed out that it would be impossible to keep it a deaf community—the children of the deaf (19 out of 20) are hearing and would inherit their parents' property and homes. In less than half a century the majority of the community would revert back to those who could hear and speak. It would be impossible, he argued, to prevent this by bringing in more deaf mutes and compelling the hearing children of the settlers to emigrate. "Would you," Turner wrote, "give command of the army to a blind man? . . . would you send a deaf and dumb man to Congress or to the Legislature of a State, not for the reason that he was deficient in intelligence and education, but because his want of hearing and speech unfits him for the place."

Flourney, evidently undaunted by these arguments, replied: "If our children hear, let them go to other States. This government is to be sacred to the deaf alone."

"Place me for an example," he continued, "in any Capitol with Legislative sanctity, and I will not move for an aid, a hearer and amanuensis, (one who writes for another, copying or taking dictation) to reveal to me what is said, what is to

be done, what to do, and to read my speeches. And by this way I can get along supremely well as a Legislator. The gist and gravamen being that my intelligence and judgment may prove better and superior to the hearing majority."

Another participant in this discussion was Edmund Booth of Anamosa, Iowa, also a product of the American Asylum. Booth was decidedly against the idea and expressed his feelings in no uncertain terms.

"A community of this class," Booth stated, "would be a mixture of a few well and many half educated; and among them must be many non-readers and frivolous. And then the general equality claimed with **all** by the latter, would operate to keep the more sensible from joining such a community; for we all know that gossip, scandal, backbiting and other such diabolisms, are as common among mutes as among hearing persons."

"No law could prevent their selling land, buildings, etc., to hearing persons."

"I think the wiser course is to let the mutes remain as they are—scattered and in one sense lost among their hearing associates. In such situations they are compelled to read and write and thus keep their minds under the educational process through life."

In an article in the June 1971 **Annals** (Vol. 116, No. 3) p. 352, Dr. Sue H. Mitchell, Ph.D., quotes from Alexander G. Bell's "Facts and Opinions Relating to the Deaf," (pp. 83-84) in which H. C. White, principal of the Utah School for the Deaf, in a letter to the Salt Lake City Daily Tribune, comments on an article in the Chicago Herald (date around 1888) to the effect that a deaf race of men seems to be the inevitable result of schools for deaf-mutes. The Chicago Herald mentioned a colony of deaf-mutes in Kansas. "Like birds of a feather," the article said, "deaf-mutes gathered there from the hills of New England, from the plains of the Middle States, and from the Sunny South. A town government was set up with a deaf mayor and deaf selectmen, and the experiment seemed to progress favorably. But the projectors had forgotten their hearing children who multiplied in number and usurped the government."

A diligent search of the historical archives of Kansas has so far failed to turn up any evidence of such a colony of deaf in Kansas. Thus it seems certain that Flourney's idea was not tried out in Kansas. The only semblance of a deaf colony in Kansas could be the unusual number of deaf residents of Caney, Kansas, to which they were attracted by jobs in the smelting companies located there. It is well known that many Kansas School for the Deaf football stalwarts

found summer employment there and the success of early day football at KSD was probably due to the hard labor of tending the furnaces. Lacking more definite proof, the presence of a deaf colony in Kansas must remain a myth.

Nowadays no one, in his right mind, would ever entertain the idea of setting up a Commonwealth of the Deaf, or of any segment of the population whatever. This article does prove one point, however, and that is that the deaf will stop at nothing in order to attain equality with others more fortunate. Happily the high standards of the deaf today have been obtained through an orderly process that has put the leaders responsible for such attainments through their full share of heartbreaks and frustrations.

These incidents should also acquaint the deaf with their proud heritage and serve to imbue them with pride in what they have accomplished. It was worth it after all.

Golden West College Deaf Thespians Choose First Hearing Member

The Silent Rustlers' Drama Club at Golden West College, Huntington Beach, Calif., composed of deaf students, has voted in its first hearing member. He is Zack McEwan, a Garden Grove freshman who played a lead role in the club's production of "Three Who Went Looking for Death" on two successive Fridays, January 21 and 28. The play, a one-act adaptation from Chaucer's "Pardoner's Tale," was presented in the language of signs and orally by four interpreters for the hearing audience.

McEwan was voted special club membership because of his interest in students in the college's deaf and hearing impaired program, and his impressive stage credits. He has appeared in nine productions, most recently as Snoopy in the Westminster Community Theater's

"You're a Good Man Charlie Brown."

His interest in the deaf stemmed from a summer class in sociology. He noticed Mrs. Bette Foster acting as interpreter for a student, Sheryl Sowder, the college's 1970 homecoming queen. Questions about the language of signs led him to the library where he checked out a book and in one weekend memorized 350 signs. Since then he has been perfecting his signing skill.

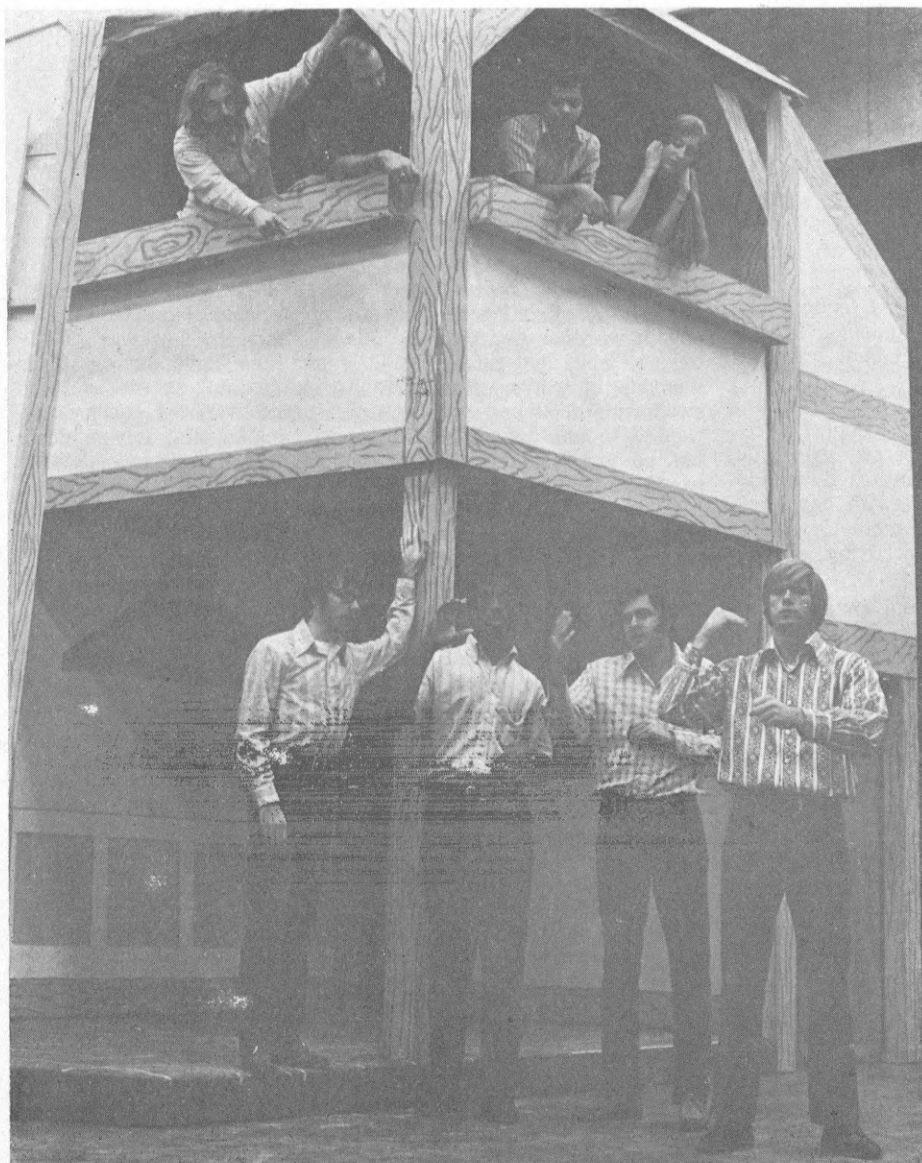
McEwan has improved to the point where he has earned not only the friendship of the deaf community on campus, but a paid job as an interpreter in the program. He is one of a dozen interpreters working with the 75 deaf and hearing impaired students at Golden West.

In all his stage experience, this play has been the most fascinating. "My problem is not in remembering lines, but in remembering how to say them in signs." He agrees with club advisor Harry Tremaine that deaf people make fine actors because they think in shapes and movements, not words. Pantomime and gestures come naturally. "We use pantomime much of the time in our plays," said Tremaine, "and special gestures expressing deep feeling which hearing people will understand even without interpreters."

Tremaine, 35, an instructor in the hearing impaired program, considers himself a washout on the stage. He lost his hearing at age 5, and still "thinks in words" like hearing people. In deaf dramatics that's a drawback. Signs on stage are not the same as the deaf use in everyday conversation, which is shorter, more condensed. For example, the line "Please don't leave me or I will die" is done quickly. The actors do not spell out each letter. If they did the dialogue would fall flat, Tremaine said.

Cues, such as a knock on the door or ringing telephone, pose no real problem to deaf performers. Usually a person can be stationed offstage to signal the cue. The only major difficulty has been in reading signs against light or pinkish backgrounds where the hands are hard to see. Also the actors must be reminded to speak so they face the audience.

McEwan has become so involved in the club, interpreting and the play he is thinking seriously of full-time work with the deaf. Before last summer he wanted to be a professional pianist.



SILENT DRAMA—Members of the Silent Rustlers' Drama Club, composed of deaf students at Golden West College, rehearse their production of "Three Who Went Looking for Death" presented January 21 and 28, 1972. At top, from left, Paul Vincent, Dan Golden, Archie Bergeron and Charleen Biessener. Bottom, from left, Zack McEwan, only hearing student in cast, Jack Burns, Renald Montes and Chris Clements.

31st Biennial Convention

National Association of the Deaf

Miami Beach, Fla., July 2-9, 1972

See full-page ad on page 22 of this issue.

LAWRENCE NEWMAN

dinner talk at San Diego, Calif.

I went to a baseball game. There were 41,198 persons in attendance. So what happens? I am seated near a man who loves to talk. Out of 41,196 persons who can hear this man decided to select what was probably the only deaf person in the whole ball park to talk to.

My timing is beautiful. I push an elevator button. The door opens. I politely wait for someone to step out. He is holding a can of paint and as he steps out, for some unaccountable reason, the can departs from his fingers and smashes onto the floor. The man did not notice that some of the paint got on the cuffs of my pants. Me, make a big issue of it? Waste of time. As usual, I forgot my pad and pencil. A few of the offender's teeth were missing. Speechreading was out.

Like I say, forget it. There are compensations. For instance, there was the time when I stood in line waiting to enter a Las Vegas nightclub. I was "hand talking" with wife and friends when the manager saw us. He gave us the best table in the house and told us to call on him for show reservations any time. Yes, any time! He had, you see, a deaf brother.

The sweet and sour comes to us deaf people as it comes to most anybody else. It is interesting the way we adjust ourselves to life's exigencies. I, for example, have refined mumbling to a fine art. Tired of being the victim of those who have the urge to talk, I would, in the opinion of my hearing son, mumble beautifully. When people who ask me questions hear me mumble they assume that I find their questions too difficult to answer so they stop talking altogether. This is exactly the effect I aim for when I know they are the type I could never speechread even in such life and death situations as when they are trying to tell me my fly is open.

Tonight I would like to talk with you about my feelings not only as a deaf person but as a teacher of deaf students. I work with precious human beings and I hope you will bear with me if I become too serious.

We seem to be living in an anonymous age. The individual face and personality is lost in a sea of rioting people. I remember reading a newspaper account of a person who said that the death of 6,000,000 Jews was too staggering to grasp and understand. However, when the death of one Jewish baby boy was described—how he was taken from his mother's arms, thrown up in the air and shot—the whole horrifying, bloody senselessness of it all hit home.

Let us talk about the education of one deaf person—deaf Joe. Husky and nice looking, not only did he have athletic skills but also a sharp mind. You probably know a person who could take a motor or a television set apart and put it all back together again. This person could make sense out of a mass of blueprints and build a house from scratch. And, if something was off, he could think of ingenious ways to cut, trim or reshape until everything dovetailed beautifully. When I say deaf Joe's mind was like this I do not mean in a mechanical sense but in the ability to think and reason and to see relationships in spite of all the monkey wrenches thrown his way as he tried to climb up the educational ladder.

Raw brainpower was there with deaf Joe. It was there but he failed the college entrance examinations. There was one barrier he could not overcome and that was language. Of course, this is nothing new. If the deaf have one thing in common, it is language shortcomings.

If deaf Joe could hear, what would he be? A doctor? A lawyer? Instead, will he be just another statistic among the deaf who are underemployed? If so, why? Who is to blame?

Let us go back to early childhood. Deaf Joe remembers how he cried when his mother put him to bed, turned off the lights and left the room. He cried because he was afraid of the dark and did not want the lights turned off. He did not yet have the words and the speech ability to say "Leave the lights on." And his mother, hearing him cry, must have said to her-

self "Of course, he doesn't want to go to sleep. He is only 2½ years old and needs the sleep. Let him cry."

Deaf Joe could not hear familiar footsteps which would let him know his beloved ones were around. For him no gentle voices to soothe his fears, no reassuring words such as "Do not be afraid, mommy will always be near." If lullabies were sung or a Red Riding Hood story told to him all he would see was the opening and closing of a mouth. He was too young to concentrate on a small mouth for more than a few seconds. If he were lucky, a familiar face or two would come into the periphery of his vision and break the intensity of the silence surrounding him as he lay in his bed. At his age, the world is a bewildering place—there is so much that is new, so much that is unknown. In his frustration, deaf Joe would often cry himself to sleep.

When he was ill or when something was bothering him, deaf Joe did not know how to tell that to his mother, not in specific terms. When he wanted ice cream or a glass of water he would take his mother's hand and lead her to where he could point to the thing desired. But when he was away from home, riding in a car for example, there was nothing to point at. Feelings became bottled up. Planted were the seeds of emotional problems. Frustration followed upon frustration and then deaf Joe's world exploded. In rage and fury he picked up a lamp and threw it, kicked or bit whatever was in his way, or he withdrew into himself and found refuge in the fantasies of his mind. He would get even with his parents and refuse to be toilet trained. Or he would refuse to pay attention to his teacher at school and as a grown boy he would continue to act babyish. In a place of employment, he would be given instructions by his foreman, instructions that he could not understand. He was older now and more in control of his emotions but he would look at the sea of hearing persons around him and silently mutter to himself: "Burn, hearie, burn!"

Deaf Joe would like to forget the years of emotional starvation and think of his education and whatever mental stimulation he had. He remembered going to the zoo as a child. He had no way of naming and classifying the animals because when his mother opened her mouth to speak he could catch only a word or two here and there. What he saw was mostly tongue, teeth and air. With little input he could not dress his thoughts in words. For example, one animal at the zoo was swallowing food and regurgitating it and Joe was curious and wanted to ask his mother to please explain what it was doing but no words came. If his mother had said "crocodile" he would never have distinguished the word on the lips.

Looking back, deaf Joe now knows that if his mother had used her hands and made the sign for "crocodile," two hands coming together like snapping jaws, the association between the hand symbol and the reptile would have been unmistakable. He would be getting input richer and superior than the spoken word which, in contrast to the animated movement of the hands, seems dull and lifeless. With hearing gone, Joe's eyes took up extra burdens especially in observing the expressions on the faces of people and the actions they make. Snapping hands were highly visible, something to turn around in his mind, a vibrant symbol upon which to hang the memory of what he had seen at the zoo. At home he could have made attempts to recall and discuss some of the animals with his mother who could have pointed out their pictures in a book. Talking with the hands is not society's way but the input and output, the stirring of the memory and the mental stimulation could lead to the desire to learn the printed word, society's language.

Deaf Joe would have liked to speak the word "crocodile" but at two or three years of age it was extremely difficult to say. Attempts could have been made to teach him but it is not as easy to say as a "top" or a "shoe" and the outcome, more likely than not, would have ended in exhaustion and frustration. The pleasure and joy of communicating would have gone and deaf Joe's brain would have signaled that it was better to keep his mouth shut.

When deaf Joe was older, perhaps six or seven years of age, he might finally have learned how to speak the word "crocodile." But at two or three years of age, an age of wonder and exploration, many thoughts buzzed through his mind and cried for immediate expression. Because his method of

communication was restricted, by those who were older and stronger and who could hear, to speech and speechreading he felt like a person trapped in a small room who keeps pounding on a door and yelling "Let me out! Let me out!"

Deaf Joe went to school. He thought things would be different now. Everybody was trained and they were supposed to know a lot about deafness and deaf people. He was fitted with a hearing aid because using his remaining hearing was important. Like those at home and the people in the world outside, the teacher did not use her hands at all when talking. He was supposed to understand teacher's talk by speechreading together with the use of his hearing aid. His teacher's teeth and lips were formed in such a way that only a few spoken words came into view and were recognized. Sound came to him through his hearing aid but it was like screams and whistling. When he turned his hearing aid on higher he began to feel and not hear sounds. He could not make out many words nor hear connected speech. Everyone in the classroom was different—one could hear more, another less; one could speech-read well, another not at all.

In the classroom the teacher took charge. Deaf Joe was expected to sit quietly in a little chair. "Look at my lips," the teacher says. "Show me a ball." After many repetitions and imitations, deaf Joe was able to copy what the teacher wanted him to. He could not help but feel he was some kind of animal trained to jump over a hoop.

Deaf Joe's language thus never had a chance to develop. He could not blame the members of his family. No one supplied them with information and they never had a chance to be in a position to make wise decisions. He could not be hard on his teachers. That was the way they were trained.

Edwin Markham's poem "The Man With the Hoe" seems appropriate here. I hope you will forgive me for changing slightly the first two lines:

Bowed by the weight of centuries he holds
His hearing aid and gazes on the ground,
The emptiness of ages in his face . . .
Stolid and stunned a brother to the ox . . .
Whose breath blew out the light within this brain . . .
O masters, lords and rulers in all lands,
Is this the handiwork you give to God . . .
How will you ever straighten up this shape;
Touch it again with immortality . . .
O masters, lords and rulers in all lands,
How will the future reckon with this Man?
How answer his brute question in that hour
When whirlwinds of rebellion shake all shores?
How will it be with kingdoms and with kings—
With those who shaped him to the thing he is—

The Deaf, The Blind And The Telephone

Sally was reading in her living room and then decided to get ready to go to a party. So, she laid down her book and walked into her bedroom to change her dress and put on her finest jewelry.

She never got to the party because she was shocked to discover that all her money and other valuables had been stolen while she was out of the bedroom.

Sally is deaf and lives alone. She didn't hear the robber.

In another case, a blind man, called Max, was attacked in the hallway of his home. He also lives alone.

Max had answered the doorbell and the visitor told him that he had come to read the gas meter. He couldn't see that the man was not wearing a uniform and that he was holding a gun. As soon as he got inside the door the intruder hit Max over the head with his pistol and took his wallet with some thirty dollars.

FEBRUARY, 1972

When this dumb Terror shall rise to judge the world
After the silence of the centuries?

The breath that blew out the light within deaf Joe's brain came from many places. It came from some administrators, educators, parents, heads of teacher training programs. I am not advocating that we rise up against the masters, lords and rulers in our field but that we become more involved and make them more accountable for what they do.

It seems strange to me that some people in our field are constantly saying that talking with the hands is the easy way out and therefore should not be allowed—as if being deaf is not difficult enough. Using their voices is the easy way for these people. They, therefore, should not talk unless stones are put in their mouths. In our field, adults such as these are the problem and not the deaf children. Easy ways should be found for children to learn. Learning should be pleasurable and exciting. Also, communication with family members and others should be carried on with a minimum of strain and a maximum of joy. When our forefathers wrote that the pursuit of happiness is one of the inalienable rights of man, they did not intend to exclude the deaf.

If we intend to help future deaf Joes avoid emotional traumas, communication starvation and educational mediocrity we will have to establish practical objections and plans of action. I will touch on just two areas.

Parents play the most important role in their deaf child's life. Situations that are practical and meaningful occur in the home. In fact, nowhere else is there a more effective learning environment yet when parents try to get to first base with their child they are given a toothpick instead of a baseball bat. Who is going to equip them with enough knowledge and information so that they can make good decisions and wise choices?

Teacher training programs play a vital role in shaping and molding the destinies of us deaf people. Too many of them have been speech-speechreading-auditory oriented. It is not the same thing to have this as part of the program and to be biased in this respect. Teacher training programs were established to train teachers and not to dictate policy. Schools and programs are the ones who decide policy yet on one side we have schools which use total communication and on the other side teacher training programs that exclude anything that has to do with manual communication.

You adult deaf citizens of San Diego have wonderful hearing friends here such as those associated with the Paul De La Cruz Memorial Foundation, those working at the Salk Institute and some educators in this city. Our deaf Joes cannot help but benefit with all of you working together. Believe me, deaf Joes throughout our country are waiting for us to cast off "the silence of the centuries."

By Joseph Wiedenmayer

making the information available only to their friends, employers and other need-to-know people. Even those living with hearing and sighted people might think about this because they are also at home alone at times.

The telephone companies do not like unlisted numbers because of the extra work involved for operators who are asked to reveal the secret numbers, which they can't do. Indeed, telephone companies are charging subscribers an extra fee of 50 cents to one dollar per month for such numbers. This has not however deterred many users who want their privacy and in some cases the "prestige" of having an unlisted number.

It is not known how many deaf or blind people with unlisted numbers are now paying this charge but they should not be obliged to do so for reasons of personal safety.

"Safety first" is the most important thing, of course.

In both cases the bandits knew in advance that their victims were deaf or blind and alone. They had gotten the names of these handicapped people from their associates at their places of work, then they simply looked up their addresses in the telephone directory.

These two incidents may never have happened but they could and probably do in these days of rising crime in the cities. Certainly fear of attack and robbery is very real among many such handicapped persons who are alone including the severely hard of hearing. One way to lessen the fear is to make things less easy for the crooks—by having an UNLISTED phone number.

Some deaf people have phones installed and listed because they have a teletype-acoustic coupler system (fortunately) or for the convenience of their hearing relatives at home.

Maybe all the deaf and the blind should consider unlisted numbers and addresses,

The Essentials Of Mental Health For Preschool Deaf Children

By GLENN T. LLOYD, Ed. D.

Associate Professor of Special Education, the University of Tennessee, Knoxville

It may seem trite to say this, but good mental health for any child or adult is most often dependent primarily on meaningful interaction with the social environment. There must be satisfaction in the interpersonal relationships; an opportunity to develop a sense of worth which leads to self respect and good ego organization; a fruitful meeting of the basic needs on an ever increasing level of sophistication. In achieving satisfactions, the lower levels of needs tend to be met rather routinely. Since we are discussing the mental health needs of preschool aged deaf children, we shall limit our remarks to the appropriate levels.

The very first set of needs, routinely enough met, for the very young child, the infant, include satisfaction of those needs best characterized as egocentric. The infant has not matured beyond the level of egocentricity and our efforts are primarily in this direction. Thus, we see to it that the infant is fed, usually on some schedule, is kept reasonably comfortable by changing his diapers, cleaning his body and providing a comfortable physical environment. We further his sense of well being by attending to his apparent need of physical interaction by holding him, rocking him, cooing to him and generally being most responsive to him during his waking hours. Whether the child is deaf or hearing at this time is probably of little consequence.

As the child progresses out of the infancy-total dependency stage, whether he is able to interpret his auditory environment becomes increasingly important. The child who is deaf, of course, will not be aware, generally, that there is an auditory environment. If we are to enhance the mental health growth of the deaf child, the first thing we must discover is the fact that he is unable to benefit from auditory stimuli.

The natural consequence for the child who cannot hear well enough to profit from auditory input may not be as easy to define as we would like. We know that language development is most often virtually nonexistent. We know that he cannot monitor his environment auditorily to determine that all is well. We should raise a question, here, relative to this second specific point.

A young toddler is not able to ramble about too much. For his safety we often keep him in a restricted play area such as his crib or, later, a play pen. He has toys to play with and usually does a pretty fair job of entertaining himself. However, he is still rather egocentric in his orientation and seems to find it necessary to know he is in a secure environment. The

normally hearing child of this age can know the status of the environment simply by listening and without interrupting his play to any particular extent. This usually leads to satisfaction and, conditions being satisfactory, he is able to continue his play.

(At this point, it may be germane to wonder whether play activities young children engage in aren't important steps in leading towards adequate cerebral organization and development in learning and adjustment processes. This is but a question, but it could cause one to be curious about the possible relationships.)

If we were to substitute, now, a deaf baby in the same situation, we would probably be able to note that he is fairly capable of entertaining himself. However, when he has the feeling that he wants to check the environment, how is he able to do so? He is not able to hear the reassuring sounds of activity which may indicate that his mother is nearby. Likely, he will not be able to see her if he is in his room or a room different from the one his mother is in. Nevertheless, he will need reassurance and, thus, he will have to disregard totally the activity in which he was engaged and begin to visually scan the environment for some reassuring signals. Failing to discover any signals, he may resort to some kind of vocal activity, probably a form of crying, in order to secure the visual reassurance he is searching for. If he is uncomfortable long enough, his mother, when she hears him, will probably try calling to him first to reassure him and when this does not help, will probably leave whatever she is doing to go in to the baby and spend some time in holding and loving him.

Now two possible conditions may have at least begun. If the child is making the demand for reassurance too often, in the mother's estimation, we could have the beginning of a feeling of irritation with the child on her part which could lead to some low level apparent hostility towards the child. This, if it should occur, certainly could not be construed as a positive factor in good mental health development for the child. Another concomitant possibility would be that the child could begin to develop feelings of insecurity because of the lapse of time between his first concern for environmental comfort and the point at which he finally does receive the non-verbal assurance that all is well. Additionally, the child has been forced to interrupt his play activity and will be totally unable to return to what he was doing even if he should want to. A kind of manipulative learning in sequence could have been taking place, but its conclusion will not have been achieved and whatever learning experience might have been started will have to occur

totally anew. Most of this is, of course, assumption, but there may be some merit in considering these points.

A natural recommendation would seem to be appropriate here. Based on the assumption that we have been able to determine that the child does have a serious auditory impairment, it would be recommended that THE CHILD BE CONSISTENTLY IN A VISUALLY REASSURING ENVIRONMENT. Thus, when the child is awake, but is in the play pen stage, he should be in the same room as the mother or another family member so that he may be able to check out the environment quickly and easily. This could reduce possible tension producing situations for the child as well as the parent.

We are all aware that most deaf babies at least begin the so-called "babbling stage" in speech development. Until this time, there may very well have been no indication that the baby has anything wrong with him. We don't know, either, just exactly what relationship exists between babbling and later steps in the process of speech development. We do know, however, that the deaf baby usually starts and then discontinues his babbling, probably because of the lack of gratification which seems to result from hearing one's own vocal play. It is also a fact that most parents have been busily talking to the baby almost since birth and we can assume that gradually the child begins to develop an awareness and responsiveness to vocal activity stemming from his family. Presumably, this provided the experimental basis for later meaningful speech (expressive language) stages of development. It is almost an indisputable certainty, too, that this vocal interaction is extremely vital in the good health development of the child.

The normally hearing child enters school (the first year of formal academic training), all else being equal, a virtual master of his mother tongue. He knows his language, he can make it work for him, he applies the syntactic rules, all with virtually no difficulty. The school includes formal language arts teaching in school, but all it really does is teach him the rules, the formalities, for the tool he already possesses. Whether the school really teaches the child to use his language more effectively, with more sophistication, is in my estimation open to question for the most part. Even a foreign language speaking child at the first year level, finds relatively little difficulty in learning the language because he is living in a virtual 24-hour language environment to which his mind is marvelously receptive.

We must bear in mind that this hearing child who comes to school with most of his language learning completed has

This paper is a slight revision of the paper presented at Herceg-Nov, Yugoslavia, at the Seminar on Mental Health for the Deaf in Yugoslavia, September 6-10, 1971.

been exposed to the language in a most meaningful way. He has heard the language since he was an infant and it has been constantly heard in relation to his personal experiences and emotions. He has been able to practice the language and get immediate feedback about how well he was doing. In short, he has been constantly absorbing language, processing it and ordering it and reordering it on a totally verbal plane. Words not understood during the early stages probably became understood later. As understanding increased, efforts to use those words were made on trial bases and used over and over again with whatever necessary adjustments were required. The same thing is true, and is probably much more crucial, about the syntactic structure. He absorbed, tried it out and mastered it. He even learned the rules and applied the rules, often making humorous errors which, nevertheless, were according to the rules.

For the most part, these same hearing children are mentally extremely well. They have a happy outlook on life. They come to school in the best possible mental condition. They are loving children who are loved and they know it. The point is that these children can be like this because they have been fortunate enough to live in an environment that was meaningful to them because of the wide open avenue of verbal communication which was theirs by virtue of the fact that they could hear.

By contrast, deaf children most usually come to their first formal year of school in a very disadvantaged state. They have not lived in a verbally meaningful environment. That they are loved, they seem to know. Who it is that loves them they can recognize, but they certainly could not tell who. Maybe that isn't too important. What could be important is what the condition of non-development on the verbal plane could signify. (By "verbal" we include all forms of language such as speech, printed/written, finger-spelled, Braille, etc.)

A deaf child in a home where his condition is not understood and/or accepted is in an environment he does not need. Unless the family understands what deafness means for the child and his development, they will be poorly equipped to accept the child for what he is. Unless the family is able to accept the child for what he is, they will be unable to do anything to help him along the developmental pathways so crucial to his later mental health and educational well being. Obviously, early intervention in behalf of the deaf child is vital. Early counseling, guidance and assistance for the family is not merely desirable, it is mandatory. We must accept this fact and we must expand a massive amount of energy along these lines if we are to hope to have any real long lasting impact on the total situation.

Since we are primarily concerned with the problem of mental health, we must concern ourselves with how we can be effective in promoting the mental health

of the preschool deaf child. The only way we can be effective is through the family. **MENTAL HEALTH FOR THE PRESCHOOL DEAF CHILD CAN ONLY BE ACHIEVED THROUGH MENTAL HEALTH WORK WITH HIS FAMILY.** This means, then, that we must reach the families through finding and implementing ways to work with the family in a counseling-teaching relationship. In short, to reach the child, we must reach and work through the family.

The question poses itself: What are the ways or the means of the elements necessary to effective work with the families of deaf children? The first step is, quite naturally, earliest possible identification. This is not necessarily an easy task. However, where the mother of a newborn child has been under prenatal care, the history of that pregnancy will be well-known and a high risk birth should be fairly easily noted. Followup of such a high risk birth and evaluation to detect whether deviations outside the norm are present may be fairly routine.

Virtually all hospital babies may be screened for possible hearing loss using techniques that may be appropriate for such screening. The purpose of these tests, generally, is to attempt to detect infants who do not respond appropriately and then to follow them up to establish whether a hearing loss does exist.

For those babies not born in hospitals or whose mothers were not under prenatal care and who may have the services of home nursing service, other screening techniques and prenatal histories may help to identify possible cases of hearing loss. In those instances where hearing loss is suspected, a program of follow-up and continuing evaluation should be instituted until it is established whether the hearing is seriously defective. Once the child has been identified as such, then the services necessary to the well being and healthy development need to begin if they have not already been started.

Broadly speaking, services which could go a long way toward enhancing the mental health of preschool age deaf children may be considered, primarily, as family education; family guidance; and family counseling. It would be difficult, perhaps to separate, in the strictest sense, these categories since there would, of necessity, be a good deal of overlap.

In terms of, what is referred to here as, family education, the first requirement would be to attempt to help the family realize just what deafness is and what it means to the child and to the family. Because the child is unable to hear well enough, verbal communication, as we know it, simply will not progress routinely. Thus, the family must come to understand the connection between hearing and speech development, not at the sophisticated level expected of students at the university, but at the more important level of everyday living and interpersonal relationships. Unless the family can learn and accept the fact that the deaf child will not be like other children in his verbal behavior and development, little can be

done to promote the child's growth and development in areas of interpersonal relationship, which is so basic to good mental health.

It would be folly to expect a family to know and understand the nature of the disability if they were only told that the child could not hear and, thus, probably would have much difficulty in developing speech and language. We in the field of deafness often talk about language development and communication skills in a very glib manner. The layman often has absolutely no idea as to what we are talking about. To most people these terms are just other words that mean "speech." It is true that speech is one form language takes and that it is the most popular form of verbal communication among hearing people. But, it is not the only form in which we use language and, for the deaf person, speech may very well be the least important or popular form of verbal communication for him.

Information (education) for the family needs to take these factors into consideration. Those who have the responsibility for working with the family must have an in-depth grasp of what verbal communication is all about. In turn, they must be able to relate this to the family and build a foundation for acceptance and the willingness to learn new forms of verbal communication. The importance of verbal communication must be brought home to the family.

After, and only after, understanding of the nature of the disability is understood and accepted, the family may be introduced to the things they will be able to do to give their deaf child his chance to be a real member of the family unit. This is the point at which we get into the controversial, to some, area of "manual" versus "oral" communication.

The fact of the matter is, there is no dichotomy of "manual" versus "oral" communication, or there should not be. Anybody who thinks of these forms as mutually exclusive **must** be in error. Nobody objects, for example, to writing on the chalkboard for deaf children, but it is in the very real sense of the word a manual form of communication. Nobody should object to the use of signs and fingerspelling with deaf children for better reasons than one could conjure up in opposition to written forms.

To illustrate: When one is writing for the purpose of immediate communication, he almost never speaks at the same time. Obviously, it is hardly possible to watch a person's speech while watching his handwriting and it is almost impossible for most people to write legibly at a rate even near to the rate of speech which is normal for them. By contrast, it is entirely possible to watch the spoken forms at the same time as one is watching the signed and fingerspelled forms and, once one becomes fairly adept, it is usual to maintain a relatively normal rate of speech consistent with the rate of signing and spelling.

The result of accepting the fact of the disability, understanding what is neces-

sary, and being willing to do what is best for all concerned can mean a child who is more "total" in all areas of mental, intellectual and social development. It can lead to an avoidance of isolation within the family unit which, like it or not, very often occurs when the deaf child can make little or no sense out of the "mouth flapping" he sees, but cannot hear, which we refer to as speech. He becomes isolated within the family unit precisely because there is no avenue for communication available to him from which he can benefit easily and completely.

The single most important factor in the mental health of any child is the meaningful verbal communication opportunities within his environment which cause social interaction on the verbal plane to become a reality. One must, simply speaking, be able to interpret the language environment if he is to understand what is happening. If one could not read, he could get nothing from the printed page unless it were read to him. This is one form of interpretation. If one could not understand English, he could not understand what is being said by a person using English unless someone were repeating what was said into a language he could understand. This is another form of interpreting. In both instances, the assumption is that hearing is functionally normal. If a person were deaf, he might very well not be able to understand what another person was saying unless that which was being spoken should be repeated through the medium of signing and fingerspelling. This is simply another form of interpreting and the beauty of this is that the person who is speaking can be doing his own interpreting at the instant he is speaking. An added advantage, too, is that the speaker has complete control of the interpreting so that all the nuances of his expression, the preciseness of what he is trying to say, is directly under his control. Further, he can be stopped instantly if the other person is not getting the message so that unnecessary delays and confusions can often be avoided which would not be so true if a third party interpreter were being used.

The whole point of this is that it is our responsibility to help the family of the deaf child want to be able to converse with him to the point that they will learn the necessary skills by which it becomes possible. Then, the family can be a family in the true sense of the word. The mother can scold the child, can explain things to the child, can tell (as well as show) the child she loves him, and, ultimately, he can begin "speaking" back to her. Perhaps we should say the father can also do these things, and he can, but the mother in the family is usually the more significant person, at least during the preschool years.

So far as guidance and counseling are concerned, they really are incorporated in the family education approach. Parents will have questions and even though

they could provide their own answers, need the assurance that they are proceeding in a perfectly normal manner consistent with their sense of right and wrong, and morals, and principles, etc. They will want to know what the future holds for their child. They will want to be shown that their child has the potential for a full and satisfactory life after he is finished with home. They will be worrying about the question of marrying another deaf person. They need to know that, if the child does have a deaf spouse, it is not necessarily "bad," and that deaf grandchildren **will not** necessarily result. They will want to know that their child is "normal," at least in those areas where it really matters.

Thus, counseling and guidance and education for the family should be considered as dynamically interrelated. The fact that language development is critical to the satisfactory overall development of any child must be clearly recognized and understood. The family must be enabled to develop the ability to provide a meaningful verbal environment and assisted and encouraged every step of the way. It is our responsibility to teach the family about their child who is deaf, counsel them and guide their thinking in ways that will promote mental health for the child (as well as the family, by the way). It is our responsibility to help the family learn the communication skills necessary to promote the language growth of the child. Thus, we must help them learn to fingerspell and sign so communication can really develop. It is our responsibility to see to the welfare of the deaf child and his failure or success in this world is directly dependent upon those of us who profess to be the professionals.

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Publications

SOUND OF THE STARS. Frances Margaret Parsons. Vantage Press. \$5.95.

Readers of the old **Silent Worker** and of **THE DEAF AMERICAN** will recall articles by the Parsons twins, Peggy and Polly, including a long biographical account of their life in the South Seas, their travels and, more recently, a story about Peggy's efforts to introduce total communication in Argentina. Now Peggy has come out with a diary-format story of her six years in Tahiti. She is a professor of Spanish at Gallaudet College.

In the book, Peggy tells about everyday life as she, her twin sister and her parents experienced it 1935-1941. It is delightful and humorous and gives, in addition, their views of the world situation, including the onslaught of World War II as they heard of it and as it affected their lives in a village in the mid-Pacific. Their world—though geographically small—was socially, ethnically and politically diverse, encompassing island royalty, Chinese merchants, English, French, Russian and American expatriates, farmers and fishermen, wives and mistresses, prostitutes and adulterers. Mrs. Parsons reports on life in this milieu with an openness, honesty and sense of humor which keeps the reader enchanted from the moment he begins her narrative.

Of additional interest is the style in which the book is written. Mrs. Parsons explains in her introduction, "Because I am deaf and could not learn language just from hearing it as you and others did, my use of words is occasionally different from that of hearing people. The differences and oddities of speech are charming to many people, just as the odd use of English words by foreigners is often charming to us.

"In books, movies, and on radio and TV these 'twists of the tongue' are often played up to add zest to dialogue. It would be possible to remove all these 'twists' from my manuscript, but my story would lose a great deal if that were done."

Frances Margaret Parsons was born in El Cajon, Cal., on September 25, 1923. She entered the California School for the Deaf at Berkeley in 1941 and later earned a B.A. degree from Gallaudet College. She is currently working toward a master's degree in art history at the University of Maryland. Before joining the faculty at Gallaudet, she taught at the Maryland School for the Deaf.

Mrs. Parsons is an inveterate traveler, an insatiable reader, a freelance writer of numerous articles, a walker and a bridge player. She currently resides in Hyattsville, Md.

Sound of the Stars is a book for all ages. Illustrations were done by Mrs. Parsons and her twin sister. The book is currently available from the Gallaudet College bookstore or from Vantage Press, 516 W. 34th St., New York, N.Y. 10001.

The Deaf Television Audience

By JEROME D. SCHEIN, Ph.D., New York University

Address delivered to the National Conference on Television for the Hearing Impaired, University of Tennessee, Knoxville, December 14, 1971.

It is significant that one of the opening papers at this National Conference on Television for the Deaf should focus on the question: How many potential deaf viewers are there in the various television markets?

That question seems to imply that the deaf audience must compete for consideration on the basis of numbers and not need. Is it not strange that access to a public resource like the micro-airways can be governed by a Neilsen rating? I hope that nothing I will say in this paper will reinforce such an idea, for the size of the deaf audience alone should not be the measure of its rights to participation in our society.

With a sophisticated group such as you are, I need take only a few moments to sort out the population about whom we are concerned. Approximately five million of our citizens have a hearing loss great enough to be noticed by themselves. About 1.7 million cannot hear and understand most conversational speech. Of these, more than half (say 900,000) have no usable hearing for speech. Those who lost their hearing before they completed their formal education—they are the ones for whom we often reserve the term "deaf"—add up to between 300,000 and 400,000.

You will notice that the final total yields a rate from 150 to 200 deaf persons per 100,000 population. That is more than triple the last rate published, in 1930, by the U.S. Bureau of the Census, and it is much larger than the one-per-thousand rule of thumb many of us have accepted. I would like to give you a more precise rate, but I cannot, because the National Census of the Deaf Population is only midway in its research. However, a preliminary analysis of the data points in the direction I have indicated: Rates from previous studies grossly underestimate the prevalence of deafness in the United States.

For our purposes in this conference, we are interested first in knowing how many persons will not be able to enjoy television as it is now designed. The audio-dependence is great. Try to follow a television program, especially a newscast, with the sound turned off. Without the commentary, the visual component is frequently incomprehensible. A picture of a bombed building in Londonderry does not look much different from one burning in Detroit.

Lipreading is impossible when the speaker is invisible or has his back to the camera. In panel shows the camera often turns to the person being questioned while the questioner is still speaking. No wonder some deaf people refer to television as "radio with some pictures." The audience which presently cannot appreciate most television programs, then, amounts to nearly two million people.

Now we need to take another criterion, age at onset, to determine how many of the two million or so will understand manual communication. It is in response to that question that we could estimate about 300,000 deaf persons, i.e., most of those who lost the use of their hearing to understand speech before they completed school will have learned to read signs and fingerspelling to some extent. There are exceptions, of course. But there are also hard of hearing persons who can use manual communication, so I would guess that 300,000 is a conservative estimate.

Where is the deaf audience located? The 1962-1963 National Health Survey* indicates that the prevalence rates for hearing impairment are highest in the South, followed in descending order of severity by the West, North Central and Northeast regions. The numbers of hard of hearing and deaf people are greater in urban-suburban than rural areas, though the rates, as is true of most health problems, are higher for the rural areas. Little discount need be made from the two million estimated viewers to account for those hard of hearing and deaf persons outside the range of television reception, either

over-the-air or via cable. An estimate of television-set ownership, however, must await the results of the National Census of the Deaf Population.

Let us turn now from this preoccupation with numbers of people to the consideration of numbers of a different sort. In any given area today it is only possible to have at most 12 over-the-air television stations, both UHF and VHF. The nature of the TV signal prevents more from being satisfactorily broadcast. However, when the television set is wired into community-antenna television (CATV), the number of possible channels increases to at least 82! The difference between 12 and 82 is the difference between a precious resource to be expended only for huge audiences and a relatively common one available to small groups.

The deaf community is small relative to the general population. With only one or two members per thousand population, deaf people cannot make a strong case for their needs to be served by the limited over-the-air television capacity. But when an area can have 82 channels, it becomes reasonable to request that one channel be set aside for the deaf community.

That the exciting technical possibilities of CATV can be converted into a practical reality is already demonstrable in New York City. Under the terms of their franchises, the two CATV licensees on Manhattan are required to provide three public-access channels. Two channels are scheduled at the discretion of the city government. The third must be made available to any special-interest group in the city. And that is where deaf people enter.

Since September of this year, the New York University Deafness Research and Training Center has sponsored two hours per week on prime time. Tuesday and Thursday evenings, from 8:00 to 9:00, we present the Deaf Community Hour on the public-access CATV channel. Those of you familiar with television production will appreciate some of our problems. With limited funds, we are only attempting to explore the province of teleVISION—of seen-but-not-heard programs. We look forward to support for the research which begs to be done. For now, we are satisfied to demonstrate the potential for a channel devoted to a deaf audience. CATV, with the accompanying increase in channel capacity, can be a great boon to deaf viewers. True, much can be done to make present television programs meaningful with sound. You will agree, however, that no major channel is apt to devote an hour or two to the forthcoming convention of the National Association of the Deaf. No station will cover the International Games for the Deaf. Think of all the events—sports, conventions, debates of issues—which are interesting to deaf people. Very little, if any, time is apt to be given to such events. Yet until there are programs developed for deaf audiences, television will not have fulfilled the reasonable expectations of the deaf community.

I do not mean to foreclose on the many opportunities to improve over-the-air television. You will no doubt spend much of your time discussing them. But along the way, I hope you will also consider "the big payoff": a channel exclusively for deaf audiences.

31st Biennial Convention

NATIONAL ASSOCIATION OF THE DEAF

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July 2-9, 1972

*Characteristics of Persons with Impaired Hearing. National Center for Health Statistics, Series 10, Number 35. Washington, D.C.: U.S. Government Printing Office, 1967. Pp. 64.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

All people working in the area of services for deaf persons realize the need for coordinating efforts. Many times several agencies in one city are offering the same services or their services overlap. This wouldn't be so bad if these agencies exchanged information and if people from each organization met face to face occasionally to discuss areas of common concern. But, unfortunately, this kind of sharing and cooperative effort is relatively uncommon.

For years some deaf people dreamed of coordinating efforts on a national level. They wanted an agency that would pull together all of the national organizations of and for the deaf.

Just imagine! A united voice of the deaf at the national level to:

1. Strive to eliminate social and economic barriers which handicap deaf persons;
2. Coordinate and strengthen services of organizations of and for the deaf;
3. Support measures directed to the prevention of deafness;
4. Facilitate the sharing of information about deafness and the welfare of the deaf;
5. Provide information about deafness;
6. Provide liaison between organizations of and for the deaf and other organizations having an interest in deaf people and their problems;
7. Enlist the support of various organizations and of the general public in the development of economic, social, cultural and other opportunities for deaf persons;
8. Somewhere, somehow, find the money to do all of the above.

Are you a dreamer, too? Have you recognized the need for someone to represent organizations of and for the deaf at the national level? Surely you must be aware of the urgent need for public education programs to explain deafness to hearing people. Or perhaps you are more interested in promoting a better understanding between the different organizations serving the deaf—an accent on unity. Maybe you would like to attend a national meeting where all of the various organizations are represented—to learn what is happening in the other guy's backyard. Your pet interest could be in focusing national attention on the deaf man and his world, legal problems of the deaf, the medical view of deafness or education of the deaf. **WOULD YOU SUPPORT SUCH AN AGENCY IF IT WERE A REALITY INSTEAD OF A DREAM?**

I once read that there is nothing wrong with dreaming as long as you build foundations under your dreams. Now, let me tell you about the foundation. Back in 1961 there was a workshop of deaf people, sponsored by the Office of Vocational Rehabilitation in Fort Monroe, Virginia. The participants focused their attention on how services and opportunities for deaf persons could be improved. They discussed the need for an agency to pull together all of the national organizations serving the deaf. The idea proved to be a profitable one. In 1965, the U. S. Department of Health, Education and Welfare requested the National Health Council to conduct a survey on the need for a coordinating agency for organizations serving the deaf. This survey resulted in positive action. With funding from the Social and Rehabilitation Service of HEW, the foundation was built under the dream and in December 1966 the certificate of incorporation of the dream agency was signed.

When the Federal government approved the establishment of the new agency, they pledged to give financial support, on a decreasing yearly basis, for a period of five years. After that time the new agency was to be financially independent and no longer require government support.

In its infancy, the agency concentrated on "cooperative efforts" by bringing national organizations serving the deaf together for board meetings. It also provided "liaison" by facilitating the "sharing of information" to "coordinate and strengthen" services of member organizations. The agency staff worked to "eliminate social and economic barriers" by representing

member organizations on national committees and boards. Time and effort were also devoted to "enlisting support" and "soliciting funds."

In November 1967, during a visit to Washington, D. C., I was invited to sit in on a board meeting of the new agency. I wrote about this experience in my December 1967 column as follows:

"... I feel that I can state that an organization that will truly represent the deaf citizens of our country has been born and is in operation. It was with a great sense of pride that I looked around the conference table and recognized that more than half of the members were deaf. Here at last, gathered in one spot and sharing membership in the same organization, were many of the deaf leaders from across the country.

"This organization must surely be the goal toward which we have all been working for so many years. In that room in the presence of so many outstanding deaf men and women, I realized at last that **the voice of the deaf will be heard.**"

In June 1968, I was elected to the board of directors of this coordinating agency. I have been a strong supporter of this Council since it was an infant, and I feel a responsibility to tell you some of this four-year-old's accomplishments. But before I do, perhaps I should tell you the name of the agency—I refer, of course, to the Council of Organizations Serving the Deaf.

For those of you who may not be familiar with the Council's activities, following is a list of the COSD Executive Committee, Active Member organizations and directors-at-large:

Executive Committee: Emil S. Ladner, President; David M. Denton, President-elect; Robert R. Lauritsen, Vice President; Jess M. Smith, Secretary; Donald O. Peterson, Treasurer; Joseph P. Youngs, Jr., Al Van Nevel.

Active Members: American Athletic Association of the Deaf, Board of Missions to the Deaf, the Lutheran Church—Missouri Synod, Canadian Association of the Deaf, Conference of Executives of American Schools for the Deaf, Convention of American Instructors of the Deaf, Episcopal Conference of the Deaf, Gallaudet College Alumni Association, International Catholic Deaf Association, National Association of Hearing and Speech Agencies, National Association of the Deaf, National Congress of Jewish Deaf, National Fraternal Society of the Deaf, Professional Rehabilitation Workers With the Adult Deaf, Registry of Interpreters for the Deaf.

Directors-at-Large: Honorable Charles McC. Mathias, United States Senator, Mervin D. Garretson, Thomas A. Mayes, Eugene Mindel, McCay Vernon.

It may have been a surprise to some of my readers to learn that I am now employed as assistant to the director of the COSD. I have been filling this position since April 1971. Following is a very brief description of some of the COSD accomplishments during the past four years.

ANNUAL FORUMS: Horizons on Deafness (Accent on Unity): The Deaf Man and the World; The Deaf Man and the Law; Medical Aspects of Deafness; and Perspectives in Education of the Deaf is being held in Memphis in March. (You are all invited to attend!) Printed proceedings of the Forum have been widely distributed. At present copies of the legal and medical forum books are being distributed to members of the United States Senate and House of Representatives.

COSD staff members attend dozens of meetings, conferences, workshops and board meetings each year to represent organizations of the deaf, including: The President's Committee on Employment of the Handicapped; National Advisory Committee on Education of the Deaf; Conference on Services for Elderly Deaf Persons; Lions International Convention; United States Office of Education Conference on Program Objectives; National Grange Convention; Council on Exceptional Children; Operation Tripod; Project Dawn; World Federation of the Deaf; 1975 Congress Committee; Continuing Education Program, Gallaudet College; Educational Commission of the States, etc.

In addition, the COSD has championed captioned television for our nation's 20,000,000 hearing impaired citizens, and it now appears that captioned television will become a reality in the near future. Lions International Foundation designated deafness as one of six major categories of support in July 1971—

the result of work by the COSD to focus attention on deafness. The 1972 National Grange Program of Women's Activities has selected "Dream with the Deaf" as their health project, and I have been privileged to work closely on this project with the director of women's activities.

Efforts to expand the area of cooperation to include organizations with an interest in the field of deafness have resulted in Associate Membership for the Deafness Research Foundation; Board of Missions, United Methodist Church; Ephphatha Missions for the Deaf and Blind (American Lutheran Church); Western Maryland College; Gallaudet College; National Rehabilitation Association; Ephphatha Deaf Cinema Corporation; Pittsburgh Hearing and Speech Society; Trenton State College and Pollack Advertising Specialties. Contact has been made to welcome the National Hearing Aid Society to become a member of the COSD.

And now for the punch line. (You must have known that I was building up to something.) Up above I mentioned Federal funding on a decreasing basis for five years. Well, the Council is in its last year of Federal financial support and the current budget calls for \$59,000 from private sources. Wow! This is \$16,000 more than the COSD has been able to raise in the past four years. But then no one ever told you, the grassroots deaf people, parents of deaf children and others interested in deafness that you can become an individual member of the COSD for only \$5 a year.

There are many reasons why you may wish to become members. You might want to brag that you have friends in Washington who are looking out for your best interests. Or perhaps you have attended one of the COSD Forums and look forward to attending them in the future. Maybe you want to show your support for the Council's efforts to make captioned television a reality. Or it could be because you admire Ed Carney, our executive director. It wouldn't hurt my feelings any if you joined the COSD because you enjoy reading my column because you like my son's curly hair . . . your reason

could be because you want to humor the mother of a deaf person. But the best reason would be because you want to see the COSD on the scene next year, and we have to have money to pay the rent, buy the stamps and pay the electric bill.

I suppose you have gotten the message. The Council of Organizations Serving the Deaf needs your support now! We are a tax exempt organization (M-67-EO-151). A contribution in any amount is tax deductible. For \$100 your company, club, school or church can become an Associate Member, with its name listed on the COSD letterhead. Will you support the Council by sending your membership fee or contribution now? When you do, your name will be added to our mailing list and we will brag about your support for our work. Send contributions to:

COUNCIL OF ORGANIZATIONS SERVING THE DEAF
c/o Mary Jane Rhodes
4201 Connecticut Avenue, Northwest
Washington, D. C. 20008

Thank you. I knew you wouldn't let a good Council down.

Parents, I Need Your Help!

Parents of deaf children are having their insurance canceled or turned down "because their son (or daughter) is deaf," and is a driver of the family car.

If this happens to you, request that the company put the reason for the cancellation or turn down in writing.

Then send copies of your letters to:

Mrs. Mary Jane Rhodes
c/o COSD
4201 Connecticut, N.W.
Washington, D.C. 20008

If enough parents will cooperate in furnishing this information we may be able to break the automobile insurance barrier that exists in some parts of the country.

Deafness Research Foundation Grants Total \$292,500

The Deafness Research Foundation has made a total of 33 one-year research grants amounting to \$292,500 to investigators located in nationwide medical centers and universities throughout the United States and Canada. These grants include scientific studies in the areas of basic research, sensori-neural (nerve) deafness, conductive hearing loss and the effects of noise on hearing. Other investigations are being carried out with respect to immunologic, viral, and the aging processes and their relation to hearing loss.

Dr. Harry Rosenwasser, DRF director of medical affairs, commented on the 1972 grants program, "While the total amount of money approved exceeds any previous amount made by the Foundation, it represents funding of a little more than half of the deserving applications which were received."

DRF was founded in 1958 by Mrs. Hobart C. Ramsey and is the only national, voluntary health organization devoted primarily to furthering otological research. It derives its support from private foundations, corporations and individuals. Since 1958, it has been responsible for over \$3.7 million in research grants. In addition to its grant research program, it sponsors the Temporal Bone Banks Program for Ear Research in cooperation with the American Academy of Ophthalmology and Otolaryngology and the Armed Forces Institute of Pathology.

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- Assistant Camp Director
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Applicants may have the opportunity to work for the 1st session or 2nd session or BOTH.

DEADLINE FOR APPLICATIONS: MARCH 15, 1972

Address all correspondence to:

Gary W. Olsen, Camp Director
Jr. NAD Youth Leadership Camp
1200 East 42nd Street
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Home TTY: 317-545-0650



An Ecumenical Seminar To Train Pastors To Work Among The Deaf

Introductory note:

For years the church has played an important role in the lives of the deaf people of the world. Many schools for the deaf are supported and managed by religious organizations. In the past, many innovations for the training of deaf children can be ascribed to religious workers. It comes then perhaps as no surprise that religious workers from all over the world met in Geneva, Switzerland, in August 1971 to have three weeks of intensive training for their work among the deaf. What was accomplished? Each participant will, no doubt, have a slightly different view.

The following view is from across the Atlantic in Basel, Switzerland. The author is Pastor Werner Sutter who has worked with the deaf for many years. The translation from German to English was prepared by Pastor Daniel Pokorny (in collaboration with Miss Irene Baumann).

In another issue Pastor Pokorny will report his impressions and feelings about the Seminar. Thus the reader will have a two-sided report.

* * *

I should like to present here a short summary of the Geneva Ecumenical Seminar and the problem areas brought to light by it.

Dates: August 7-27, 1971

About 120 participants from 29 different nations.

Program:

First week—reports about the pastoral care for the deaf in various countries.

Second week—Discussions and lectures on problems of pastoral care.

Third week—Some practical work.

There was a very long list of lecturers (about 30 major lecturers in all). Many short lectures were also given by Seminar participants. On the whole the Seminar was very worthwhile. The holding of the Seminar corresponds to an urgent need. A multiplicity of problems was brought to light, broken open and to some extent also discussed in detail during the course of the Seminar. From all this bulk three problem areas arise in my mind's eye.

1. The convening of the Seminar has documented with great clarity the necessity of training pastoral workers among the deaf. Not only the participants from the Third World, (the so-called "developing" nations, e.g., in Africa), but also the representatives of the west were humbled by the awareness of the general gaps in our work.

It is downright frightening when we consider with what complacency we take up single handed the service of our deaf people. A pastor should no longer be permitted to start work with the deaf without the necessary training. A Swiss educational requirement for pastors of the deaf seems to me indispensable and necessary. Directions for the education of future clergymen should be created by us and that as soon as possible.

2. In matters of **theological substance** our Seminar regretfully did not offer very much. Although two good Bible studies were presented to us, to me they were even a bit too rigid and there were other participants who might have felt the same. The variety of the theological positions among the participants of the Seminar was evident still in almost every lec-

ture. Everything from verbal inspiration and literal interpretation to modern theology was represented. This multiplicity could be of positive value. However, it is nevertheless true, that it does not only matter what we (personally) think and believe theologically, but what we proclaim to our deaf people. Should our deaf worship service remain on the level of a Sunday school lesson presented with poor pictures? We are responsible to bring to our deaf another message which makes them happy and carries them through their often difficult everyday life.

What should have happened at such a Seminar I do not know exactly, but it can definitely never be its purpose to have theological unity among the Seminar participants. One can perhaps enlighten himself here or there.

If we in our circle of work could once go into theological questions and problem areas in an understandingly free way, this would be a great help.

3. The **methodology** in the work of the pastor among the deaf. How should we use various media to deliver our message? The contrasting methods knocked hard

against each other also in our Seminar. We have to take over into our work the methods used in our schools. That means, in our area, the oral method is the only right one. We had in the Seminar a rich opportunity to become acquainted with other methods such as signs and finger-spelling. We have now experienced how the language of signs becomes for the deaf a greatly improved help to understanding. One cannot ignore the fact that the sign-language method as it is used in some schools in the USA under all conditions produces surprising results.

Today secondary and college education is possible for the intelligent American deaf person. On the other hand, if we consider the pains with which we encumber ourselves with our oral method which is scarcely able, even after nine years of school, to make the deaf a literate—not to mention a vocal—person, then the question of sign-language will not leave our thoughts. This is not the place to argue the negative side of sign-language. What we mean is merely this: The one-sided approach of our schools which 100% become the slaves of the oral method, must be once more reconsidered, in spite of all the arguments for integration of our deaf into the hearing world.

I, for my part, wish to learn the intricacies of the sign-language and to use it. An old proverb should be recalled once again to memory here: "When in Rome, do as the Romans do." We must create the way to meet our deaf people and use the signs they are familiar with to a greater measure.

Note: This paper was read at a meeting in Bern, Switzerland, on October 25, 1971, and later published as part of the "Halbjahresbulletin Nr. 1" of the Arbeitsgemeinschaft der Gehörlosenseelsorger der Schweiz-Evangelische Sektion.

University Of Tennessee Administrator Named To Gallaudet College Board Of Fellows

Dr. Howard F. Aldmon, vice chancellor for student affairs at the University of Tennessee, Knoxville, has been appointed to the Gallaudet College Board of Fellows for a two-year term. The appointment, made by the executive committee of the college's Board of Directors, fills a vacancy created by the resignation of Fellow Dr. S. Richard Silverman, director of the Central Institute of the Deaf, St. Louis.

Dr. Aldmon came to Tennessee in 1962 as assistant dean and associate professor in the College of Education. He became associate dean of education and later dean of admissions and records before being appointed vice chancellor in 1969. Holder of both a bachelor's and master's degree from Western Carolina University, Dr. Aldmon received an Ed. D

from Tennessee in 1959. He is a member of the American Association of School Administrators, the Southern Regional Council on Educational Administration, and the American Association of College Registrars and Admissions Officers.

In addition to naming Dr. Aldmon to the Board of Fellows, the executive committee reappointed three Fellows to three-year terms: Mrs. Celia Baldwin, '70, an instructor at St. John's School for the Deaf, Milwaukee; Dr. Ben Hoffmeyer, G-'47, executive director of the American School for the Deaf, Hartford, Conn.; and Dr. John Marvel, president of Adams State College, Alamosa, Colo. All three are completing one-year terms which began in January 1971 when the Board of Fellows was initiated.



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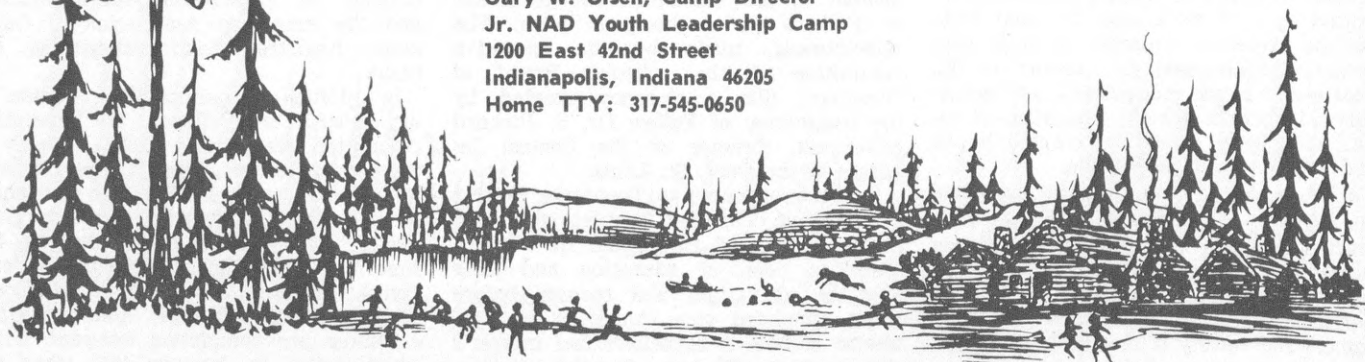
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Wordless Signs And Symbols Score Worldwide Win Over Word Signs

By NORMAN G. SCARVIE

After European countries had set the pace, and Canadian national parks took the lead in North America in recent years, the United States has at last accepted the use of pictures and symbolic signs along highways. These signs are scheduled to take the place of most word-signs that have been in use in this country since the need for traffic signs first came up.

In the new arrangement some word signs will have to be used, when no symbol is on tap, especially under temporary conditions, "Loose Gravel" being an example.

United States tourists passing through Canadian national parks last summer found the new signs very helpful. These travelers learned that these symbols can be read in a flash, whereas word signs take more of a driver's time or attention. As is well-known, the careful driving of a car requires the full attention of the driver. Even the split-second extra time needed to read word messages adds to the hazards of driving.

For the deaf, the understanding of these symbols comes easy as pie. Usually they catch the meaning of a symbol the first time they see it.

Government officials believe that the new marking system will get nationwide approval from highway users. The Federal Highway Commission has announced that states and local communities have until 1973 to meet the new standards for pavement markings, until 1975 for signs and until 1977 for signals.

This new symbol-sign system proves that words are not always necessary (nor the best and only way) to communicate ideas or information. At the start, words may be placed alongside or below

the symbols. In time, the word part will be taken off, as an unnecessary part, leaving the whole communication job to the wordless symbol or sign.

Credit for proving the value of symbols should go to men such as Dr. L. Ellis King and Dr. W. J. Tierney of the University of West Virginia. As recently as 1970, they reported on tests which showed that drivers read symbolic signs faster than they read word signs, especially after a wee bit of practice. Like other researchers, they recorded, tabulated and graphed information or skills that already existed in the populace, but did this in the accepted scientific way. Therefore they were listened to. Greater action by government traffic units followed.

The history of road signs goes way back to the 1909 Paris Convention on the International Circulation of Motor Vehicles (Whatta name!). Four wordless signs were adopted as starters, to wit: Curve, Bump, Intersection and Railroad. Later meetings by this and other groups saw more signs added. In 1931, the League of Nations came up with 29 signs having "uniformity of colour, shape and symbol." The United Nations adopted the Protocol on Road Signs and Signals in 1949, based on worldwide ideas, with printed words almost wholly taken away as guides to drivers.

In the new marking system, color has a big part. Red says, "Stop" or "No." Green says, "Yes," or gives guidance. Blue means services. Orange is used around construction and maintenance areas. Brown has to do with scenic and recreational matters. Yellow is for general warning. Yellow will also be used more freely on pavement, as stripes

and dashes. Black on white will appear on speed signs and the like.

Shapes also have meanings of their own. Diamond, warning message. Up-down rectangle, traffic regulation. Side-to-side rectangle, guidance instruction. Octagon, stop. Inverted triangle, yield to side traffic. Point down triangle, do not pass. Pentagon, school.

For much of the short history and other facts presented in this article we are indebted to Dr. King of the University of West Virginia. He kindly sent the writer a copy of his report on his own studies and made mention of some of the work done by other men. It's a longer story than a person might imagine. It goes to show that man's progress in various fields is not made "in one fell swoop" but in slow yet rather steady steps.

Bert Poss Takes Michigan Post

Bert Poss is the new director of the Institute for the Hearing Impaired at Genesee Community College, Flint, Michigan. He resigned his position with the Texas Rehabilitation Commission to accept the Flint post. He had been on the Texas School for the Deaf staff for 17 years and with the TRC for a little over three years.

At Genesee Community College, Mr. Poss is responsible for selecting, counseling and placing impaired students. He coordinates auxiliary services such as interpreting, tutoring, remedial training and academic reinforcement. The Flint program started with 10 students and has a projected enrollment of 50 students.

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By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

Humor

AMONG THE DEAF

In the July-August 1971 issue, this page carried an item to the effect that "The headmaster of the Mt. Airy School for the Deaf reportedly once advised a deaf mother, who brought her three deaf children for audiological examinations, that she purchase hearing aids for them although all of them were profoundly deaf on their audiograms. He said that the children might become hearing eventually through the aids."

We have a letter from Dr. Philip A. Bellefleur, headmaster of the Pennsylvania School for the Deaf (Mt. Airy), who denied ever making such a statement. He, however, said, "It is true I recommend hearing aids for children who have no hearing because I have experienced cases of individuals who could respond to some vibratory sound. While I was at Clarke School, I used to make the statement that if a parent purchased a hearing aid for a deaf child and the only sound the child ever heard through it was the vibratory sound of a truck bearing down on him that it would be worth the money spent to be aware of that one sound. I have never stated that a hearing aid could restore hearing. As a matter of fact, I am in the process of trying to get the courts to act against a company who advertises they can restore hearing."

Now, readers, you have the correct version.

A syndicated "Graffiti" recently carried: Stop ringing in your ears: get an unlisted ear.

The newspapers told of the passing of Bill Stern, "whose loquacious style and flamboyant anecdotes made him one of the nation's most colorful and controversial sportscasters."

... He had a fund of anecdotes, some more colorful than convincing—such, for instance, as his story that famed Thomas A. Edison lost his hearing as a youth after being beamed in a sandlot baseball game by a ball pitched by Jesse James."

As told by Tom Wood, now of Riverside: Dewey Deer, Vancouver, Wash., upon preparing for a long summer motor trip to the East, took out his wallet and sorted the cards into two piles—club cards, Social Security and hospitalization cards, driver's card, car fuel cards, store credit cards and so on—one pile he would need on the trip, and the other he would not need. The first batch he put back into his wallet, and the other he left behind,

bound with a rubber band and carefully stashed away.

He and his wife enjoyed a leisurely 14,500-mile trip going many places in the East, returning home by way of Canada.

Upon reaching home he picked up the cards left at home, and discovered he had left behind his driver's license. Whew! Visualize the difficulties Dewey would probably have encountered had he been called to produce his driver's license! Lucky Dewey!

* * *

Emil Kaczor, Detroit, sent in a leaf torn from Saturday Review, containing Cleveland Amory's "Trade Winds" column. The following was marked out:

HEAD SWIMMING

Mrs. B. writes: What causes my head to swim and my stomach to burp when I raise my head from the pillow every morning?

REPLY

God works in mysterious ways. Do you have ear trouble?

No, but I seem to have a hell of a time communicating.

* * *

You have noticed cartoonists sometimes draw pantomimic pictures—that is, cartoons without dialogue. Or certain characters who never "vocalize." Like in "Carl" and "Ferd'nand" or like the Indian, Lotsa Luck, in "Tumbleweed," who scribbles and scribbles. In such cases acts and intents are self-evident. The characters may be mute, but not deaf.

Recently in "Beetle Bailey," Sarge berated Beetle for his lackadaisical attitude. Then when Sarge's back was turned, Beetle stuck out his tongue, thumbbed his ears and wiggled his fingers at him. Sarge's smart pug-dog howled and mimicked Beetle's derisive gesture. Sarge, catching on, gave Beetle a brutal beating.

* * *

Polly (Hester) Bennett, Hawaii, writes: For some months on and off, off and on, and again, on and off, I have been chuckling about what happened to John Reed. He and his wife, Ruth from Lincoln, Nebr., were visiting Hawaii when we met while I was teaching deaf adults at Kaimuki Community School. While showing the couple several points of interest in Honolulu, John Reed happened to mention about his habit of jotting down any recent incidents before he should forget—small details such as the names of persons and places and dates.

John was gifted with a good penmanship, but as he advanced in age, absentmindedness and forgetfulness set in so he re-

sorted to a sure way not to forget, particularly as to night dreaming—known as "midnight notepad writing" by his bedside. He explained how many famous writers dreamed during the night and had brilliant ideas but when they woke up in the morning, all those wonderful ideas had completely vanished.

In order to save those wonderful imaginations or whatever stories from being left behind in the Never-Never Land, the famous writers had found a way by waking up, picking up pen and paper lying on the night stand, and quickly jotting down the messages—and in the morning, lo! here were all those brilliant ideas!

John Reed had the same problem to dream these wonderful things which were completely forgotten at dawn. However one night John had his pencil and paper ready at his bedside. He dreamed a great masterpiece and was going to let it wait till the next morning to write it down, but the inner mind warned him: "Write it down! Write! Write it down now!"

John groggily fumbled for his life-saving pencil and pad; scribbled down his piece of brilliance, and tossed back to bed. Another idea popped up in his sleep, again broken up when he jotted down another brilliant piece. And yet again, again reinforced by warning, and again John put down another piece on the pad. Came the dawn.

John woke up, and his first thought was the pad, containing his nocturnal brainstorm. Eager in his anticipation of being catapulted into instant fame as a writer overnight, John picked up the paper and read: "Write! Write it down! Write it down now! Write."

* * *

This came from Mrs. Shirley Glassman, Philadelphia:

My deaf friend who is a teacher at the Pennsylvania School for the Deaf tells me this one:

In his apartment there is a wall phone (obviously forgotten by the telephone company) left from the previous tenant.

Whenever he has hearing guests, they invariably ask to use the phone. The phone, of course, is "dead," and when they bring this up to my friend, he replies with: "What did you expect—I'm deaf?"

* * *

All the rest of the stories to follow in this department collected by Harry Belsky, Jackson Heights, N.Y.

HE TOOK A CHANCE

A very elderly woman got into a train car and saw an oldish man opposite whom she recognized. She leaned over and said, "I suppose you don't remember me?" He was deaf. "Beg your pardon!" he said.

"You don't remember me!" she repeated somewhat louder. Then she added: "I used to nurse you when you were a baby—many's the spanking I've given you!" "Eh?" he said putting his ear near.

"Many's the spanking I've given you!" He couldn't hear her, but he took a chance, "You wouldn't know the old place now?" he said.—Digest of Humor, Sidney, Australia

No clergyman being present at the luncheon meeting of businessmen, the chairman rose from his seat and scanned the audience for someone who would return the thanks for the food. He saw a quiet, pious looking, solemn man, and in a soft voice asked him to say the grace. The man leaned forward and the rest bowed their heads. There was silence for a moment, and then the chairman noticed the man had his hand to his ear. "I can see you are talking to me," the pious looking one said in a loud voice, "but I am so damn deaf, I can't hear a blasted word you are saying."—Digest of Humor, Sidney, Australia.

* * *

A squire being asked, "Why he had married a deaf wife?" said, "In hopes she was also dumb."—Dictionary of Foreign Phrases and Classical Quotations

* * *

SELF IMPOSED HANDICAP

A young Englishman sat down in a railway carriage next to a newspaper-reading old man with a lighted candle protruding from each ear. Like a true Britisher, the young man hid his surprise, but after fifteen minutes he could stand it no longer. "I say, I hate terribly to be so curious but could you tell me why you have those lighted candles in your ears?" he said.

The old fellow ignored him so he subsided, but curiosity won again after another fifteen minutes, so he tapped the oldster on the knee and said, "I'm frightfully sorry to be so curious, but why do you wear those lighted candles in your ears?"

The old man smiled helplessly and said, "It's just no use talking to me with those candles in my ears. I can't hear a

thing."—The Speaker's Handbook of Humor, Maxwell Droke

* * *

Upton Sinclair printed the baffling bit of seeming nonsense in his American Outpost, and called it "The Story Nobody Can Understand." But don't let that caption fool you—a keen mind will catch the point. Mrs. Jones went to her grocer's and asked for a dozen boxes of matches. "Why, Mrs. Jones," replied the surprised grocer, "You bought a dozen boxes of matches only yesterday!" And Mrs. Jones responded: "Yes, but you know my husband is deaf and he talks in his sleep a lot."—The Treasury of Modern Humor, Martha Lupton

* * *

Here's a good one on (local barber). He talked away for half an hour telling some of his best stories to a customer the other night and just before the fellow went out he motioned that he was deaf.—Up to Date Minstrel Jokes, H. H. Wheeler

* * *

A wild-eyed, disheveled woman burst into the local police station and screamed

excitedly at the inspector: "My husband has been threatening to drown himself for some time," and went on almost hysterically, "and he's been missing now for two days. I want you to have the canal dragged."

"Anything peculiar about him which can be recognized, supposing we find a body," inquired the inspector. The woman hesitated, and seemed at a loss for a minute or two.

Then a look of relief slowly overspread her face, "Why, yes," she exclaimed at last, "He's deaf!"—The Treasury Of Modern Humor, Martha Lupton

* * *

A guide in Washington, D.C., was asked how he came to lose the index finger of his right hand.

He replied: "I've been a guide for over twenty years, and I've simply worn off the finger pointing out places of interest to thousands of tourists."—The Good Humor Book, Robert Rango

Hint Of Hijacking No Joke

By HERB SCHREIBER

Note: The following story is true and the writer hopes this story will help prevent such happenings in the future . . . and serve as a warning to those deaf who might take government warnings lightly. Jim Revell, a basketball player with the Los Angeles Club for the Deaf team, consented to the use of his name in the story as have the others whose names appear.—Herb Schreiber.

PSA Flight 341 was ready to take off from Los Angeles to Oakland at 1:15 p.m. Aboard, besides a full planeload of passengers, were the Los Angeles Club's basketball team headed by Coach Solly Brandt and Manager Saul Lukacs. Accompanying the team was American Athletic Association of the Deaf Secretary Herb Schreiber, who also owns the travel agency HERBTOURS. Herb had sold the team tickets to Oakland. The team was to meet defending national (AAAD) champions Oakland that night.

The team all sat together in the rear lounge. It so happened that two young hearing girls, dressed in hippie garb and just returned from a month's stay in Germany, managed to have seats among the team. In the course of some light banter which built up to the risqué stage Jim Revell wrote on a pad he was carrying: "Will we go to Cuba?" and stopped a passing stewardess, showing her the note. The stewardess looked hard at Jim for a few seconds, made no comment and went up front.

Herb turned to Solly Brandt and said, "Oh my God, now it's going to happen." Solly responded, "Naw, Jim didn't mean anything, he just said that in jest."

At that moment the stewardess returned with a burly man in uniform and told Revell he would have to get off the plane. Revell and Brandt protested that it was all a joke. The stewardess wrote back: "This is no joke. Please follow us off the plane." Suddenly from nowhere armed airport police in uniform appeared and blocked the aisles. Brandt told the stewardess and the officers that as coach he was leaving with Revell.

Flight 341 was held up for an hour as the two men, Revell and Brandt, were searched, questioned and re-questioned by several men including the FBI. Then the bags of all players were searched. The security men then decided to allow the two men back on the plane.

Schreiber remembered that he had mentioned the government's warning to FAAD President Marvin Greenstone. Herb warned Revell and Brandt that they would be subject to further questioning once the plane landed at Oakland.

As Flight 341 taxied up to the terminal at Oakland and came to a halt a short distance from the usual mooring spot, Revell and Brandt were escorted off the plane and questioned further.

The warning is repeated again: **Mention** of any words either in writing or spoken: hijack, Cuba or similar terms . . . made in a joking way . . . is subject to automatic removal from the plane." It is hoped that this story will forewarn and prevent such happenings. Besides the inconvenience the incident created for all other passengers, plus the embarrassing search of people and baggage, it was a genuine scare that could have caused serious medical problems among many of the older hearing passengers aboard.

Incidentally, Los Angeles lost to Oakland, 80-69, that night, which could have been the result of Revell, a strapping 6-3 center, being off his usual game form.



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N.A.D. President's Message

This month's column is being devoted to a few items which I feel should be brought to the attention of membership because we all have a tendency to overlook or forget items that occur only infrequently in our lives. To this extent, I will try to refresh all of our memories and hope that it will benefit our membership.

First of all, the Junior National Association of the Deaf will be entitled to two Representatives in the Council of Representatives for the first time. Each Representative shall be elected at their national convention and shall have the rights and privileges and voting powers in the Council of Representatives as do regular state association Representatives.

A formal letter of notification certifying each Representative shall be presented to the Home Office of the NAD immediately after the national convention of the Junior NAD.

If no further changes are made in the Bylaws, we shall elect a President and a President-elect at the coming convention in Miami Beach. The term for each will be for two years. The President-elect shall succeed the President on the expiration of the President's term.

We shall also elect one Vice President and a Secretary-Treasurer. Along with these officers we will be electing four members to the Executive Board. One candidate from each region will be elected for a four-year term.

Our Bylaws say that any regular or individual member in good standing desiring to be a candidate for any office to be filled at a convention may announce his or her intentions in the official publication of the association four months in advance of the convention. Such candidate shall be given preference in the order of nomination, but nothing in this subsection shall act to prevent other nominations at a convention.

At the last convention in Minnesota it was approved to establish a new award called the Robert M. Greenmun Award in honor of our late distinguished leader, to be given biennially to a person who has provided helping services to his fellow deaf people, primarily on a voluntary basis, at local levels. Nominations are to be made to the NAD Executive Board, outlining the nominee's service record. Selection will be by the Board at its last meeting before a convention. A plaque will be given to the recipient.

May I suggest that if any of you have someone in mind you get your nominations in to me at the earliest possible time so that the Board may act on selecting the first recipient of this award? Many thanks!

In the good of the order session at the Minneapolis convention it was suggested that the NAD have a nominating committee for elective offices so that the Representatives would know who the candidates are before they come to the meeting.

It was suggested that some thought be given to the development of a more effective and efficient voting system. It seems that the way we voted (by roll call) took too much time to complete our election at the Minneapolis convention and a better way is needed. Any suggestions???

There should be more involvement of the General Assembly. It does not seem to be achieving its intended purpose. Membership should be more involved in our business sessions.

It is imperative that our Representatives do their "homework" before coming to the convention. This will speed up all our sessions and reduce the amount of paperwork needed.

The Public Relations Committee was to see to it that an "official greeter" be appointed for our conventions. His or her job will be to greet distinguished guests and see that they are properly taken care of.

Anyone who has suggestions for revisions to our Bylaws should see to it that they are submitted to our Law Committee chairman, Gordon L. Allen, 2223 19th Avenue, N.E., Minneapolis, Minn. 55418, well in advance of the convention. This will enable his committee to give such suggestions proper consideration. You don't have to worry about legal language and the like. Just submit your ideas and the committee will take over.

In case you have forgotten, the Home Office pays for transportation to the Miami Beach convention for all official Representatives as appointed by our Cooperating Member state associations. Transportation will be paid at the rate of 10c per mile if by car and for regular coach fare if by plane. In no case can the cost by automobile exceed the regular coach fare by plane. The same applies to train fare.

May your President suggest that all official Representatives and interested members dig out their copies of THE DEAF AMERICAN for November 1970 which contains the official minutes of the Minneapolis Convention and the March 1971 issue which contains the Bylaws of the Association. Reading both will help to refresh your memory of what happened the last time.

I am looking forward to seeing you in Miami Beach. Convention plans are progressing and it won't be long before you will see what is being prepared for your enjoyment at this outstanding recreational area.—Lanky.



HOME OFFICE NOTES

By Frederick C. Schreiber

HAPPY NEW YEAR, EVERYBODY! The end of 1971 was particularly hectic, apparently not only for the Home Office, but for THE DEAF AMERICAN as well, as the presses breaking down generated a deluge of letters complaining about not getting the November issue of the DA. It was, of course, gratifying to know that people missed the magazine, and embarrassing to have to explain what happened. However, we hope that this incident is behind us now and that the New Year will not bring a repetition of this kind of thing.

THE NEW OFFICES IN HALEX HOUSE are beautiful. Most of the visitors we have had since we moved into the building have been very impressed with what we have accomplished. Yet, there is still a great deal left to do, and if the people who have seen us in our "semidressed" state believe it was beautiful, then we can only say, when we have completed all the changes that are contemplated, then the deaf Americans will really have something to brag about. And we wish to repeat the invitation to come up and see us. This is your office, and you ought to take a look at it; see what we are doing; and take the word back home with you.

Moving always disrupts office routine, and our move into Halex House was no exception. We had to pack the stuff we had in our old office, and move the boxes ourselves since that was a major expense and one which we could do. But once our materials were packed, we were unable to cope with the "business as usual" idea, and even after we got into the new offices, there was the problem of locating stray items so that quite some time had to pass before we could claim to be fully opera-

tional. This was further complicated by the fact that the new offices required additional personnel and we also needed replacements for people who left or were leaving. First to go was Barbara Schreiber, who left us for the Office of Demographic Studies at Gallaudet. Since Barbara had come to us as a temporary worker, her leaving was expected and taken into consideration. Next to leave was Edith Denning, and then Peggy Smith and finally Allen Meltzer. Peggy went on maternity leave, but Allen had to leave because of his wife's health. This put a big crimp in our operating capacity, but we added Linda Bass as a replacement for Miss Denning, and Mrs. Priscilla Fletcher as a receptionist to take over the job that originally was Peggy Smith's. Yvonne Roberson, who is a work-study employe, took over, at least temporarily, the chores that were Barbara's.

In the meantime, the Census staff was still hard at work on its questionnaires and training for the final questionnaire program that is to start shortly. Because the Census has a time limit, it was interesting to see the work in progress even as we were moving, with the typing of the questionnaires going on even as the movers were taking furniture out of the Census offices. It was during the moving period that the final questionnaire was field-tested in the Prince George's County area of Washington, D.C., and as this is being written, the Census staff is prepared to go into the field, training interviewers in preparation for the full census that will follow. The Census program that is coming up will provide the data that we will need for improved services to the deaf people. Only a few thousand people will be involved in this final phase, these few thousand being selected by the computer. Because of the relatively few people involved, it is essential that every person who is selected for interviewing cooperate. Therefore, we wish to urge that if YOU are selected, you do all you can to assist in seeing to it that the Census gets the data it requires. If you are not, but you know someone who is, help us get their cooperation because there is a lot at stake here. It is assumed that the interviews will be completed by the end of June, and from then on the task will be to compile the data into tables and charts so that it will be meaningful in the government agencies that need it. We have always pointed out, and wish to do so again, that all information will be completely confidential.

ANOTHER PROJECT THAT HAS A TIME LIMIT is the 1972 Convention in the Hotel Deauville in Miami Beach, July 2-9, 1972. The Florida Committee, under Chairlady Celia McNeilly, has been hard at work since last April getting things in shape for our summer meeting. Among the important things connected with this forthcoming convention is the fact that it will be just a decade ago, 10 years, that the NAD had its last convention in Miami. This time we will be electing officers and four board members—instituting a change in policy that will give us a two-year term for the officers, create the office of President-elect, and be the first test of our new "regionalization" of board members. The four board members whose terms will be expiring this year include: Mrs. Lil Skinner from California, leaving former NAD president Robert G. Sanderson as the holdover for that region; Dr. Sam Block with John Claveau as the holdover in that region; Walter Brown, retaining Ralph White; and Albert T. Pimentel, leaving Frank Turk. So far we have had no announcements of candidacy, but we hope that we will before long, because it still seems only fair that our members know who will be running for office in Miami, and those who will not be able to make it to the convention have the opportunity to express their feelings to their elected Representatives. Incidentally, in the next issue, we hope to publish a list of Representatives, so that any member can make suggestions as to how the NAD can be improved. Members who desire changes or additions can also write to the Home Office and seek to have such brought up at the convention. However, the preferred method would be to do it through your own Representative.

ANOTHER NEW PLAN that will start with the Miami convention is having the NAD pay the travel expenses of the Representatives. While it is stated that the NAD will pay air coach fare for this purpose, it should be noted that actually the NAD will pay actual expenses, not to exceed air coach fare. Thus a Representative could drive but would only be paid his

actual expenses or air coach fare, whichever is smaller. There are many attractions in the area and a number of sightseeing tours, and other optional entertainment features will be a part of the convention arrangements. Also, we have some plans for a post-convention program which will include a visit to Freeport in the Bahamas. We have a proposal on hand that calls for a boat trip to Freeport and three days and two nights on the island, then a return trip by boat, plus two breakfasts and two dinners as well as sleeping accommodations at the Kings Inn, all for less than \$47.00 (double occupancy). Freeport, as its name implies, is a free port, which means that shoppers can have a ball among the duty-free shops on the island. It also has many other attractions: swimming, golf, floor shows, etc. Following the Freeport venture, there are plans for taking in Disney World. While this has not yet been finalized, we hope to get discount tickets for Disney World and make them available to conventioners whether or not they take in the Freeport trip. Details on this will be available in subsequent issues. If readers will write in to the Home Office, we will see that you get the information by direct mail as soon as it becomes available. Advancing Members and officers of state associations who receive the NAD Newsletter, will find brochures and reservation information in that issue. Other members are urged to write to the Home Office and we will send these brochures and reservation cards as soon as we hear from you.

FUND-RAISING has been going well. Today we have received over \$15,000 for the new building and pledges for at least that much more. However, with a mortgage of \$415,000, we need a lot of money and it is hoped that we will continue to have the support of our members and friends. With the funds we have received to date, we have paid off \$37,000 on the second trust, paid for the remodeling of the space that we occupy and for some additional equipment that the new quarters required. We still have to pay off the balance of the second trust which is \$60,000, and then go after the first trust so that we can have a real "mortgage burning party" in the not too distant future. We believe in the deaf people of the United States and in their friends and are sure that we will get the backing that we need. As this is being written, we are still expecting our model of the building, which is being built at the National Technical Institute for the Deaf in Rochester. The NTID students have labored long and carefully on this building model and once it is on hand, it will be available for any fund-raising occasion on request. With it, our members and friends can get a good look at the building we are asking them to support, and we hope that people will take advantage of this because as we have often said—it is YOUR BUILDING.

TO TOP IT ALL OFF, the Executive Board of the NAD met in Silver Spring, or, rather, in the new building, January 14-16, 1972. A report of the meeting will appear in the next issue of THE DEAF AMERICAN, so it is pointless to discuss it here. Elsewhere in this issue is a picture story of the new office space taking shape. It will give you an idea of what was involved in getting ready to move into our dream home, and why so many problems existed. At a future date we hope to have yet another picture story that will show you how the completed office appears. With perhaps a final story comparing the offices of today with the ones we had back in 1964 to bring into perspective the incredible growth that the NAD has experienced in a period of less than 10 years. It will also focus on the accomplishments that YOU have made possible, and perhaps lend emphasis to the saying that "Nothing is impossible."

Announcements of Candidates

For NAD Offices

31st Biennial Convention — Miami Beach

FOR PRESIDENT-ELECT

Jess M. Smith, Indianapolis, Indiana

Contributions To Building Fund (Halex House)

Mr. and Mrs. Gerald Adler	100.00
Mr. and Mrs. Gordon L. Allen	100.00
Akron Auxiliary Div. No. 154, NFSD	100.00
Mr. and Mrs. Hermo Antila	30.00
Mr. and Mrs. Aurelio Anzolino	10.00
Arkansas Association of the Deaf	100.00
Arizona Chapter Jr. NAD	25.00
Harold Arntzen	28.70
Mr. and Mrs. Leon Auerbach	65.00
Austin Club of the Deaf	57.40
Austin Div. No. 156, NFSD	57.40

Mr. and Mrs. Joseph Balasa	25.00
Carl Barber	25.00
Jane Beale	28.70
Martin Belsky	20.00
Harriet D. Bello	28.70
Rev. Otto Berg	40.00
Mr. and Mrs. Willis Berke	28.70
Stanley K. Bigman	200.00
Mr. and Mrs. Charles D. Billings	25.00
Birmingham Div. No. 73, NFSD	28.70
Kenneth Blackhurst	28.70
Mr. and Mrs. Samuel A. Block	1,000.00
Mr. and Mrs. Edgar Bloom, Jr.	28.70
Charles C. Blueff	20.00
Edmund Boatner	10.00
Lenore Bible (In memory of	
Mr. and Mrs. Bird Craven)	100.00
The Bridgettes	28.70
(Lois Burr, Pat Duley, Helen Neill, Marjorie	
Wood, Jo Ann Pelarski, Ruth Peterson, Rosalyn	
Gannon, Astrid Goodstein, Alice Hagemeyer, Joyce	
Leitch, Kay Rose, Roslyn Rosen, Agnes Sutcliffe)	
Richard Brill	25.00
Carl D. Brininstool	28.70
Rev. E. F. Broberg	100.00
Lee Brody	100.00
Mrs. J. Dewey Brown	5.00
Dr. and Mrs. Byron Burnes	114.80
Dr. and Mrs. Byron Burnes	
(In memory of Freida Meagher)	28.70
Joseph B. Burnett	25.00
Mr. and Mrs. Gerald Burstein	10.00
Mr. and Mrs. David Burton	45.00
Gwendol Butler	100.00

Herman S. Cahen	1,001.97
George A. Calder	10.00
Mr. and Mrs. Edward C. Cale	50.00
Simon J. Carmel	28.70
Edward C. Carney	57.80
J. L. Casterline, Jr.	28.70
L. Stephen Cherry	100.00
Mr. and Mrs. Gary Clark	57.40
Marjorie W. Clere	25.00
Cleveland Div. No. 21, NFSD	30.00
Mrs. G. Dewey Coats	50.00
Mr. and Mrs. Francis Colburn	28.70
Mr. John Conn	28.70
Mr. and Mrs. Alan B. Crammalle	100.00
Mrs. Milton Cunningham	10.00
Mr. and Mrs. Thomas Cuscaden	54.10

Earl Dahlberg	10.00
Danville Auxiliary Div. No. 130 NFSD	25.00
Danville NFSD Div. No. 125	25.00
Marcus T. Delk, Jr.	57.40
David Denton	3.00
Denver Division No. 64, NFSD	25.00
Mrs. Stanley B. Dauger	10.00
Robert DeVenny	100.00
Robert E. DeVol, Sr.	6.00
Lorraine DiPietro	30.00
Bessie DeWitt	10.00
Vito Dondiego	100.00
Mr. and Mrs. Henry Lee Dorsey	57.40
Harold Draving	5.00

Mrs. Sophie Easton	28.70
William Eckstein	28.70
James M. Ellinger	28.70
Empire State Association of the Deaf	58.00
Episcopal Conference of the Deaf	250.00
Anita Ettinger	100.00
Anita Ettinger (In memory of	
Lawrence Yolles)	25.00
Mrs. Samuel Ettinger	100.00
Mr. and Mrs. Robert P. Everhart	57.40

Lucille Fendel	28.70
Rev. Robert C. Fletcher	25.00
Agnes Foret	100.00
Mrs. Fern M. Foltz	57.40
Mr. and Mrs. Max Friedman	28.70
Robert Frisina	28.70
Clinton M. Fry	2.00

John and Betty Galvan	15.00
Mrs. Viola Gaston	43.70
Mr. and Mrs. Mervin Garretson	6.50
Mr. and Mrs. Augustine Gentile	35.00
Joanne Greenberg	10.00
McCay Vernon and Joanne Greenberg	90.00
Seymour M. Gross	100.00

Mr. and Mrs. Ted Hagemeyer	25.00
Ernest Hairston	20.00
John W. Hammersmith	30.00
James Hampton	5.00
Samuel H. Harmon	14.35
Mr. and Mrs. Edwin M. Hazel	100.00
Hebrew Association of the Deaf, Inc.	50.00
Mrs. Georgie Holden Heath	5.00
Mrs. Julia Hefley	57.40
Leonard Heller	5.00

Ausma L. Herbold	54.80
Mr. and Mrs. John M. Hibbard	50.00
Christine Hiller	28.70
William Hinkley	25.00
Mr. and Mrs. Herman von Hippel	10.00
Mr. and Mrs. Roy Holcomb	20.00
Mr. and Mrs. Hugo O. Holcombe	57.40
Arthur Holley	50.00
Lola and Robert Horgen	60.00
Mr. and Mrs. Homer O. Humphrey	57.40
Home Office Staff	2.70
John and Edna Houser	100.00
Kenneth Huff	28.70

L. T. Irvin, Sr.	28.70
Leo M. Jacobs	30.00
Joyce Keith Jeter	25.00
Marian A. Johnson	28.70
Maybelle Johnson	10.00
Mildred M. Johnson	30.00
Vilas M. Johnson, Jr.	25.00
Johnstown Div. No. 85, NFSD	10.00

Barbara Kannappell	25.00
Paul J. Kasatchkoff	1.00
Lee Katz	28.70
Mr. and Mrs. Harvey Katz	30.00
Mr. and Mrs. John Kaufman	10.00
Mr. and Mrs. George Keadle	15.00
John J. Keesham	28.70
Mrs. Peter Kensicki	10.00
Joe Kerschbaum	5.00
Patricia Ann Kitchen	5.00
Edward L. Kivett	6.00
Marlin F. Klein	10.00
Alvin A. Klugman	25.00
Art Kruger	28.70
Mr. and Mrs. Marvin Kuhlman	114.80
Gertrude N. Kutzleb	10.00
Clarence E. Kubisch	27.10

Ladies' Craft Club of Beaverton	25.00
Mr. and Mrs. Emil S. Ladner	57.40
Mrs. Arthur J. Lang	25.00
Rev. and Mrs. William Lange, Jr.	50.00
Mr. and Mrs. Ernest Langenberg	1,000.00
Mr. and Mrs. Robert O. Lankenau	89.25
Robert O. Lankenau (In memory of	
Frank Neal, Sr.)	5.00
Les Sourdes Study Club (Austin)	57.40
Mr. and Mrs. Leo L. Lewis	50.00
Virginia Lewis	28.70
Meyer Lief	10.00
Mr. and Mrs. Albert Lisnay	100.00
Edgar L. Lowell	28.70
Rev. William Ludwig	28.70
Norma Lutz	1.50

Lawrence B. Maloney, Jr.	82.50
Mr. and Mrs. Willis Mann	40.00
Rev. T. J. McCaffrey	28.70
Mr. and Mrs. Rozelle McCall	10.00
Mr. and Mrs. Wm. E. McClure	10.00
Mr. and Mrs. Eugene McDowell	5.00
Mr. and Mrs. M. E. McGlamery	5.00
J. Charlie and Sharon McKinney	28.70
Betty and Richard McKown	28.70
Bernard A. McNamara	28.70
Benjamin Mendel	100.00
Mr. and Mrs. Harmon Menkis	15.00
Metropolitan Washington Association	
of the Deaf, Inc.	43.00
Richard J. Meyer	50.00
Ronald L. Miller	12.00
Vivian J. Miller	50.00
Mr. and Mrs. Charles Wm. Miller	10.00
Jr. NAD, Mississippi School	26.60
Mrs. William Moehle	25.00
Jerome R. Moers	10.00
Mr. and Mrs. Kendall Moore	5.00
Kenneth Morganfield	114.80
Eva and Jules Moss, in honor of their	
parents, Mr. and Mrs. Saul Moss,	
on their 27th anniversary	28.70
MSDD, Chapter of the Jr. NAD	28.70
Mr. and Mrs. David Mudgett	100.00
Anna Mina Munz	28.70
Madeline Musmanno	5.00

Ralph F. Neesam	28.70
Mr. and Mrs. John W. Nesgood	100.00
Edwin W. Nies (In memory of	
Dr. Tom L. Anderson)	28.70
North Carolina Association of the Deaf	60.00
Mrs. Doris E. Norton	10.00

Ohio Association of the Deaf,	
Cleveland Chapter	100.00
Daisy D'Onfrio	20.00
Mrs. Thomas Osborne	150.00

Frances M. Parsons	25.00
B. Morris Pedersen	5.00
Pennsylvania Society for the	
Advancement of the Deaf	250.00
David Peterson	100.00
Donald O. Peterson	10.00
Clarice M. Petrick	10.00
Alpha Chapter of Phi Kappa Zeta	28.70
Daniel H. Pokorny	25.00
Dr. and Mrs. Richard M. Phillips	30.20
Albert Pimentel	20.50
Mr. and Mrs. John Popovich	7.00
Mr. and Mrs. Maurice Potter	28.70
C. L. Prestien	25.00
Pri-Mont Club	28.70

Hortense Auerbach, Dorothy Caswell, Donna	
Cuscaden, Jackie Drake, Carol Dorsey, Carol	
Garretson, Meda Hutchinson, Shirley Jordan,	
Agnes Padden, Ruth Phillip, Pauline Scott,	
Babs Stevens, Alyce Stifter, Bernice Turk	

Mr. and Mrs. Louis Pucci	25.00
Puget Sound Association	114.80
William C. Purdy, Jr.	5.00
Mr. Edward J. Rahe	20.00
Catherine Ramger	30.00
John S. and Ruth N. Reed	57.40
Joseph W. Rhodes	15.00
Mary Jane Rhodes	28.70
Mrs. Janet Richards	15.00
Richmond Chapter of VAD	28.70
Richmond Club of the Deaf	28.70
Peter Ries	100.00
Sam B. Rittenberg	28.70
Walter C. Rockwell	10.00
Julia Robinson	11.00
Einer Rosenkjar	28.70
Vera M. Ruckdeshel	25.00

Max Salzer	5.00
Mr. and Mrs. Robert M. Sanderson	85.00
Joseph B. Sapienza	5.00
Frederick C. Schreiber	130.00
Kenneth M. Schroeder	12.00
Mr. and Mrs. Ernest Schuster	100.00
Mr. and Mrs. Louis Jay Schwarz	100.00
Mr. and Mrs. Roger Scott	12.50
Seattle NFSD Auxiliary Div. No. 145	28.70
Brothers of Seattle Division NFSD	28.70
Seattle Division NFSD	57.40
Mr. and Mrs. Kenneth Shaffer	30.00
Genevieve Sink	25.00
Lil Skinner's Fund Raising Party	380.00
Alfred B. Skogen	28.70
Mrs. Arthur L. Smith	5.00
Mrs. James E. Smith	25.00
Mr. and Mrs. Jess M. Smith	75.00
Preston W. Snelling	28.70
Paul W. Spavack	20.00
Society for the Deaf, Wickliffe, Ohio	25.00
Debbie Sonnenstrahl	25.00
Mr. and Mrs. John Spellman	28.70
Carol E. Sporable	10.00
Robert Silsbee	2.00
Mrs. Lee H. Stanton	10.00
James M. Stern	15.00
Mrs. Hazel A. Steidemann	100.00
Mr. and Mrs. Earl Stevens	114.80
Vivian Stevenson	28.70
Gaylord Stiarwalt	5.00
Florence Stillman	10.00
Mia Strandberg (In memory of	
Mr. and Mrs. Bird Craven)	100.00
St. Louis Silent Club	30.00
St. Louis Chapter, Missouri Association	
of the Deaf	30.00
St. Paul-Minneapolis Div. No. 61, NFSD	30.00
Mr. and Mrs. Robert Stokes	50.00
Barry Strassler	10.00
Student Body Government	
(Gallaudet College)	500.00
Mr. and Mrs. Frank B. Sullivan	57.40
Mr. and Mrs. Clarence Supalla	10.00
Mrs. Allen Sutcliffe	28.70
Mr. and Mrs. Ronald Sutcliffe	57.40
Mrs. Theresa Swegel	57.40
Syracuse Civic Association	100.00
Syracuse Guild of the Deaf	5.00

Lucille Taylor (In memory of	
Frederick Neesam)	28.70
Thompson Hall Newsletter	57.40
Toledo Deaf Club	25.00
Evelyn Thornborrow	10.00
Roy Tuggle	30.00
Norman L. Tully	20.00

Union League of the Deaf, Inc.	100.00
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John Cooper Verfaillie	10.00
McCay Vernon	50.00
Virginia Association of the Deaf	122.00

Washington Div. No. 46, NFSD	25.00
Buly C. Wales	15.00
Virginia Ward	28.70
Mr. and Mrs. Jerald Warner	28.70
Mr. and Mrs. Howard Watson	28.70
Mrs. Bernice F. Weadick (In memory of	
Henry Kilthau)	5.00
Charles Whisman	28.70
Boyce R. Williams	23.00
Mrs. Betty Witzcak	5.00
Marvin Wolach	100.00
Alice R. Wood	50.00
Joyce J. York	30.00
Mr. and Mrs. Richard Yowell	50.00

Mrs. Lois Zerwick	30.00
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IMPORTANT NOTICE

The new address of the National Association of the Deaf and THE DEAF AMERICAN is 814 Thayer Avenue, Silver Spring, Maryland 20910. Subscriptions and inquiries should be sent to that address.

STUDENT BODY GOVERNMENT
GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C.
20002

January 18, 1972

Mr. Fred Schreiber
Halex House
Silver Spring, Maryland

Dear Mr. Schreiber:

It is our pleasure to have you here to accept our donation of five hundred dollars from the Student Body Government of Gallaudet College for the National Association of the Deaf's Building Fund, Halex House in Silver Spring, Maryland.

We do hope that this donation will be of much help to the betterment of the atmosphere of office facilities in Halex House and have an open house for the Student Body on certain days so we can take students for visits to your new office.

If at any time, we can be of more assistance to you, do not hesitate to call on us.

Sincerely yours,
Michael Finneran
President

**Pledges To Home Office
Building Fund**

\$1,000.00

Mr. and Mrs. Frederick C. Schreiber

\$500 and over

Rev. E. F. Broberg
Robert DeVenny
Kenneth Morganfield
Mr. and Mrs. Jess M. Smith

\$300 and over

Mr. and Mrs. Albert Lisnay

\$200 and over

Mrs. Marjorie Clere
Mr. and Mrs. Edward C. Cole
Paul W. Spevacek
Mr. and Mrs. William J. Stifter

\$100 and over

Martin Belsky
Mr. and Mrs. Edgar Bloom, Jr.
Dr. and Mrs. Byron Burnes
Joseph B. Burnett
Simon J. Carmel
Denver Division No. 64, NFSD
Daisy D'Onfrio
Mr. and Mrs. Augustine Gentile
Ausma L. Herbold
Mildred M. Johnson
Vilas M. Johnson, Jr.
Mr. and Mrs. John Kaufman
Marlin F. Klein
Mr. and Mrs. Richard McKown
Mr. and Mrs. Willis Mann
Mrs. William Moehle
Mrs. Thomas Osborne
Frances M. Parsons
Walter C. Rockwell
Alice R. Wood

\$50 and over

Harold Arntzen
Mr. and Mrs. Gary Clark
Marcus T. Delk, Jr.
Patrick A. Graybill

John W. Hammersmith
William C. Purdy
Barbara Schreiber
Mrs. Theresa Swegel

Under \$50

Mrs. Janet Barber
Delores Bushnag
Mr. and Mrs. Francis Colburn
Mrs. Edythe Denning
Lorraine DiPietro
Mrs. Sophie Easton
Mrs. Glenn Ennis
John W. Hammersmith

Mrs. Peter Kensicki
Patricia Ann Kitchen
Ronald L. Miller
Clarice M. Petrick
Mrs. Janet Richard
Mrs. Arthur L. Smith
Syracuse Guild of the Deaf

**NATIONAL ASSOCIATION OF THE DEAF
New Members**

Mr. and Mrs. Gilbert Eastman Maryland
Mr. and Mrs. John Popovich Maryland
Southern California Women's Club
of the Deaf California

**NATIONAL ASSOCIATION OF THE DEAF
Affiliated Member Organizations**

Talladega Club of the Deaf	Alabama
Phoenix Association of the Deaf, Inc.	Arizona
Colorado Springs Silent Club	Colorado
Silent Athletic Club of Denver	Colorado
Connecticut Association of the Deaf	Connecticut
Hartford Club of the Deaf, Inc.	Connecticut
Block G. Lettermen's Club	District of Columbia
Capital City Association of the Deaf	District of Columbia
Atlanta Club of the Deaf	Georgia
Southtown Club of the Deaf	Illinois
Cedarloo Club of the Deaf	Iowa
Sioux City Silent Club, Inc.	Iowa
Deaf and Hard of Hearing Counseling Service, Inc.	Kansas
Wichita Association of the Deaf	Kansas
Maine Mission for the Deaf	Maine
Quincy Deaf Club, Inc.	Massachusetts
Michigan Association for Better Hearing	Michigan
Flint Association of the Deaf, Inc.	Michigan
Motor City Association of the Deaf	Michigan
Charles Thompson Memorial Hall	Minnesota
Gulf Coast Silent Club	Mississippi
Roundtable Representatives of Community Center	Missouri
Great Falls Public Library	Montana
Lincoln Silent Club	Nebraska
Omaha Club of the Deaf	Nebraska
Delaware Valley Club of the Deaf	New Jersey
Rip Van Winkle Club of the Deaf	New York
Staten Island Club of Deaf	New York
Rochester Recreation Club for the Deaf, Inc.	New York
New York Society for the Deaf	New York
Union League of the Deaf, Inc.	New York
Cleveland Association of the Deaf	Ohio
Ohio School for the Deaf Alumni Association	Ohio
Toledo Deaf Club	Ohio
Beaver Valley Association of the Deaf	Pennsylvania
Pittsburgh Association of the Deaf	Pennsylvania
Reading Association of the Deaf	Pennsylvania
York Association of the Deaf	Pennsylvania
Providence Club for the Deaf	Rhode Island
Rhode Island Alumni Association	Rhode Island
Greater Greenville Silents Club	South Carolina
Bill Rice Ranch	Tennessee
Houston Association of the Deaf	Texas
Austin Club for the Deaf	Texas
Richmond Club of the Deaf	Virginia
Wheeling Association of the Deaf	West Virginia
Puget Sound Association of Deaf	Washington
Madison Association of the Deaf	Wisconsin
Vancouver Association of the Deaf	Canada

Affiliation dues for organizations other than state associations are \$10.00 or more per year. Send remittances to the NAD Home Office.



Junior National Association of the Deaf

Promoting the Tomorrow of All the Deaf Youth by Working With the Deaf Youth of Today

Kenneth V. Shaffer, JDA Executive Editor, 3320 Laurel Court, Falls Church, Va. 22042

United States Senate Youth Program Emphasized

Letters along with program-related materials have been sent to superintendents of schools for the deaf throughout the country urging the schools' Junior NAD chapters to utilize the incentive inherent in the annual nationwide United States Senate Youth Program. The program is held each year in Washington, D.C., under the auspices of the U.S. Senate, pursuant to a grant made available by the William Randolph Hearst Foundation.

Originated in 1962, the program is especially designed to develop student interest in such vital American qualities as:

1. The ability to think and write clearly and constructively in making spontaneous, productive presentations;
2. The intelligent understanding of the political processes and our government functions;
3. The ability to develop self-directed and group oriented total growth skills on a continuing basis;
4. The awareness of the importance of service to a constituency—of the necessity to deepen their interest in contributing to the country's persistent everyday needs in a voluntary capacity.

Editor's Note: Below are news items taken from **On the Green**, Gallaudet College's weekly newsletter. The items are reprinted here inasmuch as they contain news of interest to youth as well as to schools and organizations serving the deaf, and the general public.

Public Information-Alumni Merge

In late autumn the Board of Directors of Gallaudet College approved combining the Office of Public Information and the Office of Alumni Relations into a single Office of Alumni and Public Relations to be directed by Jack Gannon. A Youth Relations Program, under the direction of Frank Turk, is also part of the new setup.

The Spirit Of Silence

The American School for the Deaf, West Hartford, Conn., is the subject of a documentary film called, "The Spirit of Silence." Nanette Fabray, who uses simultaneous communication, narrates the 27-minute film. The film, one copy of which will be captioned, will be made available to organizations free of charge and is being considered for statewide and national television broadcasting.

The fringe benefits of the program, among others, include:

1. A \$1,000 scholarship award as a degree candidate at an accredited college or university.
2. An all-expense paid trip to Washington, D.C.
3. A week's internship in government with emphasis on the U.S. Senate and including conferences at the Departments of Defense, State, Transportation and Labor and at the Supreme Court.
4. A day of internship in the offices of the participants' respective Senators.

The basic requirements are that the student be a high school junior or senior currently serving in an elected capacity in any of the following school offices:

1. Student body or Junior NAD president, vice president, secretary or treasurer.
2. Class president, vice president, secretary or treasurer.
3. Student council representative.

The deadline for submittance of the names of student delegates each year is November 1. The 1972 program was held January 29-February 5.

Aid To Handicapped Children

In view of the critical need for preschool programs for the estimated one million preschool-aged handicapped children in the United States, the Handicapped Children's Early Education Assistance Program has been set up within the Bureau of Education for the Handicapped, Department of Health, Education and Welfare.

The development of preschool programs for the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired has been inhibited by the paucity of model programs.

Under this program, public and private non-profit organizations will be able to receive grants and contracts to develop high quality experimental programs applicable to a wide range of handicapping conditions and environmental areas. Each project will receive Federal support for a three-year period.

Minnesota Girl Cited

"Good News," a column in the Washington, D.C. **Evening Star**, dated Friday, December 10, 1971, had this to say about a student at the Minnesota School:

"SAUK CENTER, Minn. — Linda Lou Meier is a senior in high school who was named Outstanding Teen-ager of Minnesota — because she was cheerleader captain, homecoming queen, student council member, class vice president, actress and church choir director.

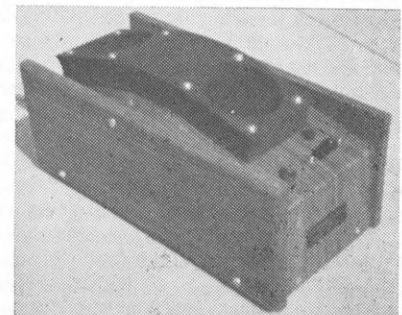
"Linda Lou has been deaf since birth and has attended the School for the Deaf in Faribault since the age of 5."

Western Maryland College Deaf Students Receive Scholarships

Two Western Maryland College graduate students, both of whom received their bachelor's degrees from Gallaudet College, have received scholarship aid from the Quota Club of Baltimore. Miss Fannie Yeh, Taiwan, and Miss Rita Spencer, Youngstown, Ohio, were jointly awarded the Mary Louise Miller Scholarship. The two graduate students are enrolled in the education of the deaf program at Western Maryland College preparing to teach deaf children.

Mrs. Madeline S. Meyers, president of the Baltimore Quota Club, made the presentations in Westminster. The scholarship is in honor of Miss Miller who was a Quota Club member until her death. Mrs. Meyers was accompanied to the campus by Miss Elizabeth Davis, governor of the 10th District of the Quota Club.

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Foreign News

By YERKER ANDERSSON

Germany—Last June Oscar Mattnes, 85, one of the most prolific deaf linguists, passed away. He spoke eight languages fluently. He was the editor of foreign news in Der Gehorlose, a German magazine for the deaf, for several years. He also published articles in several foreign, especially Scandinavian, magazines.

Sweden—ABF, a labor organization providing adult education courses for members of unions, has given a grant of 65,000 kr (over \$13,500) to the "Silent Theatre," a theater group of deaf and hearing young persons. It will be possible for this group to make a tour in Sweden to give performances, mostly pantomimes. The Silent Theatre participated in the International Amateur Theatre Festival last August. It did not win any prize but caused a great sensation at this festival. Their most popular performance is "Being Deaf in Sweden."

France — There was some agreement among the foreign magazines for the deaf that the Sixth World Congress of the Deaf in Paris was a failure. Some complained that it was poorly arranged. Others resented that the hearing dominated the Congress. The editor of the Norwegian magazine asked whether the WFD Congress was a parody.

However, there were more deaf speakers or discussants at the Congress than before. For example, Dr. Greenaway, chairman of the Education Commission, noted—to his satisfaction—that "... the work of the Educational Commission in which for the first time the platform was frequently occupied by deaf people talking about the education of the deaf." (British Deaf News, Vol. 8, No. 4) He believes this is "a happy move in the right direction . . ."

Sweden—A book about hearing impairment was recently published; it was titled VI HOR INTE om dovhet, horselskador och ensamhet" (in English, WE DON'T HEAR about deafness, hearing impairment and loneliness—published by Bokforlaget Aldus/Bonniers, 1971). Its author became hearing impaired when he was a child but lost all his hearing in 1957. He has been successful in getting his articles or stories published in newspapers and other periodicals.

India—In its editorial about the WFD—Congress **Mook-Dhwani** (Vol. IV, No. 1 and 2) complains that there has been a lack of international cooperation and illustrates this by saying "taking the case of the All-India Federation of the Deaf which has recently undertaken a new project of building a Multipurpose Training Centre for the Deaf. In spite of its very hard efforts to seek the assistance of the international community, not much concern has been shown by some of our colleagues in the western countries and particularly the USA where such projects already exist."

PRWAD Opens National Office With Norris Executive Secretary

The Professional Rehabilitation Workers with the Adult Deaf, Inc., (PRWAD) has announced the opening of a national office in the National Association of the Deaf building at 814 Thayer Avenue, Silver Spring, Maryland. The establishment of the office centers around work, already started, on an annual compilation of research and training activities as they relate to deafness. The project will be partially supported by a grant from the Social and Rehabilitation Service of the Department of Health, Education and Welfare.

Arthur G. Norris, of Silver Spring, well-known to deaf people and organizations serving the deaf, has been appointed executive secretary of PRWAD and will serve as principal investigator for the project. Mr. Norris brings to the work a lifetime of experience working with deaf people. The son of deaf parents, he taught the deaf in the Indiana and Missouri Schools for the Deaf and has served as a consultant to the Convention of American Instructors of the Deaf, the Council of Organizations Serving the Deaf and as a special assistant to the Executive Secretary of the NAD. He is a charter member of the Registry of Interpreters for the Deaf and has participated in numerous workshops relating to work with the deaf.

The project, which Mr. Norris is to administer, will fill a need long felt by professionals who work with the handicapped. Emphasis will be placed on reporting trends and significance of rehabilitation efforts in order to provide better guidelines for the improvement of services to deaf persons.

The organization represented by Mr.

OUR COVER PICTURE

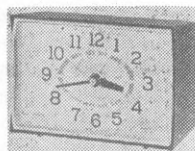
"MOST COURAGEOUS JUNIOR OLYMPIAN"—Gary Washington (left) of the Colorado School for the Deaf receives a plaque from President Nixon at the White House on Monday, December 6, 1971. The award to Washington was for his performance last summer at the National Junior Olympics. As a high school football player, this 17-year-old 6-3, 190-pound athlete scored 37 touchdowns, which included nine in a game and averaged 12-plus yards per carry in eight-man competition. He also led his school to a 8-0-0 regular season and into the state playoffs. Interpreting Nixon's comments is Joe Sisneros, CSD athletic director who was tabbed as the Deaf Prep Coach of the Year.

Norris is presently composed of some 600 professionals working in the areas of training, psychiatry, medicine in all its branches, audiology, counseling, sociology, communicative disorders, social services and adult education. Through the coordinated efforts of the professionals PRWAD hopes to promote the development and expansion of professional rehabilitation services for the adult deaf. In addition, PRWAD hopes to be instrumental in bringing about a better understanding of deaf people as a whole, and to encourage other professionals and students to develop techniques needed to work effectively with the adult deaf in the rehabilitation setting. Membership in PRWAD is open to rehabilitation counselors, social workers, psychologists, audiologists, speech therapists, educators of the adult deaf, research personnel and professionals in allied fields who provide services to the deaf populace.

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Defense Key To Alabama's First National Deaf Prep Grid Title

Raymond Steele of Alabama MVP on All-America Team
Joe Sisneros of Undefeated Colorado Squad, Coach of Year of 1971

By ART KRUGER, Sports Editor

7530 Hampton Avenue #303, West Hollywood, Calif. 90046

Raymond Steele and 11 players from an Alabama team highlight Kruger's 36th annual deaf prep football story of the 1971 campaign.

Steele, a 175-pound steel halfback and linebacker, was selected Deaf Prep Player of the Year while Alabama was rated the No. 1 deaf prep eleven in the country.

First let's check the following statistics on the deaf prep school scene:

Total Team Rushing

	G	Yds.	PerG.
Alabama	10	4,237	423.7
Tennessee	8	1,936	242.0
Texas	9	1,781	197.7
Riverside	8	1,569	196.1
Kansas	8	1,566	195.8

Total Team Passing

	G	Yds.	PerG.
Alabama	10	1,354	135.4
Virginia	9	1,017	113.0
Riverside	8	590	73.8
Kansas	8	553	69.1
American	6	414	69.0

Total Team Offense

	G	Yds.	PerG.
Alabama	10	5,591	559.1
Tennessee	8	2,227	278.4
Virginia	9	2,294	277.1
Riverside	8	2,159	269.9
Kansas	8	2,119	264.9

Total Individual Offense

	Plays	Yds.	Ave.
Hardy Jones, Mo.	116	1,091	136.4
David Inabinett, Va.	259	1,174	130.4
Raymond Steele, Ala.	148	1,041	104.1
Richard Suiter, St. Rita	172	862	95.8
Jon Rudersdorf, Wis.	93	682	85.3
Ken Landrus, Wash.	116	673	84.1
Jim Mathis, Ala.	149	766	76.6

Top Individual Scorers

	G	TD	PAT	Pts
Hardy Jones, hb, Mo.	8	20	10	130
Richard Suiter, qb, St. Rita	9	12	8	80
Mark Dean, fb, Ind.	9	12	2	74
Jon Rudersdorf, Wis.	8	10	10	70
Ed Redic, fb, Kan.	8	8	14	62*
Rick Ballinger, fb, Mt. Airy	8	7	14	56
Raymond Steele, Ala.	10	8	6	54
Ken Landrus, Wash.	8	8	6	54
Aaron Black, hb, Tex.	9	7	11	53
Ivory Thompson, hb, Tex.	9	7	8	50

* Includes 3-point field goal

Total Team Defense

	G	Yds.	PerG.
Alabama	10	1,175	117.5
Wisconsin	8	1,469	183.6
North Carolina	10	1,841	184.1
St. Rita	9	1,669	185.2
Kansas	8	1,540	192.5



RAYMOND STEELE of the Alabama School for the Deaf, MVP on All-America team. He was selected as the Deaf Prep Player of the Year because he was the best two-way performer during the '71 campaign. A 5-9, 170-pound senior, Steele led the Silent Warrior ground attack as he rambled for 1,041 yards in 10 games. As a linebacker he was the top defensive performer with 104 tackles and 35 assists.

If it were not for the new Alabama High School Athletic Association's age rule, the Silent Warriors of the Alabama School for the Deaf could have been undefeated and landed a spot in the 1A state playoffs.

Coach Jimmy Norrod of the Warriors explained, "The age rule hit us harder than anyone else. We've always used the ages of our boys as their grades—because some of our boys don't progress as fast as hearing students." In other words by eliminating 19-year-olds from varsity high school competition, the AHSAA virtually wiped out the whole senior class at ASD.

The Warriors lost several good boys—to graduation and then a couple more to the 19-year-old rule—and returned six starters and 12 lettermen to their 26-man squad for the '71 campaign. They lost fullback Jimmy Hagan, who would have been one of the hardest runners in the county, and center Jackie Smith because of this new ruling.

Nevertheless there were quite a few boys who had played together for some time—and more importantly, had won together—on this team. And the Warriors posted another highly successful season with a fine 8-2-0 slate. This was the finest ASD eleven since 1955 when its line was one of the meanest walls in the annals of deaf prep pigskin, giving up only 19 points to all of its seven wins combined,

an all-time Warrior defensive record. Last year ASD was 7-3-0.

As we see by these stats, the Warriors amassed a phenomenal total of 4,237 rushing yards in 10 contests, and also gained a remarkable total of 1,354 aerial yards with an equally impressive completion rate. They put the ball into the air 192 times and 90 were on target, a fine .468 percentage.

And the Cullman Times of Cleveland, Ala., has this to say about the Jimmy Norrod coached boys:

"The Cleveland High School Panthers learned the hard way here Friday night (Nov. 12, 1971) as the Alabama School for the Deaf proved the old saying 'action speaks louder than words' is true with a very convincing 38-0 rout of the Panthers on a colder than cold November night.

"The Talladega school, known as the Silent Warriors, were something to behold with their patented magic and multiple offensive formations.

"The Silent Warriors came into the game with some very impressive statistics, among which included being ranked high in the State in Class 1A, plus carrying a respectable 7-2 slate into the fracas.

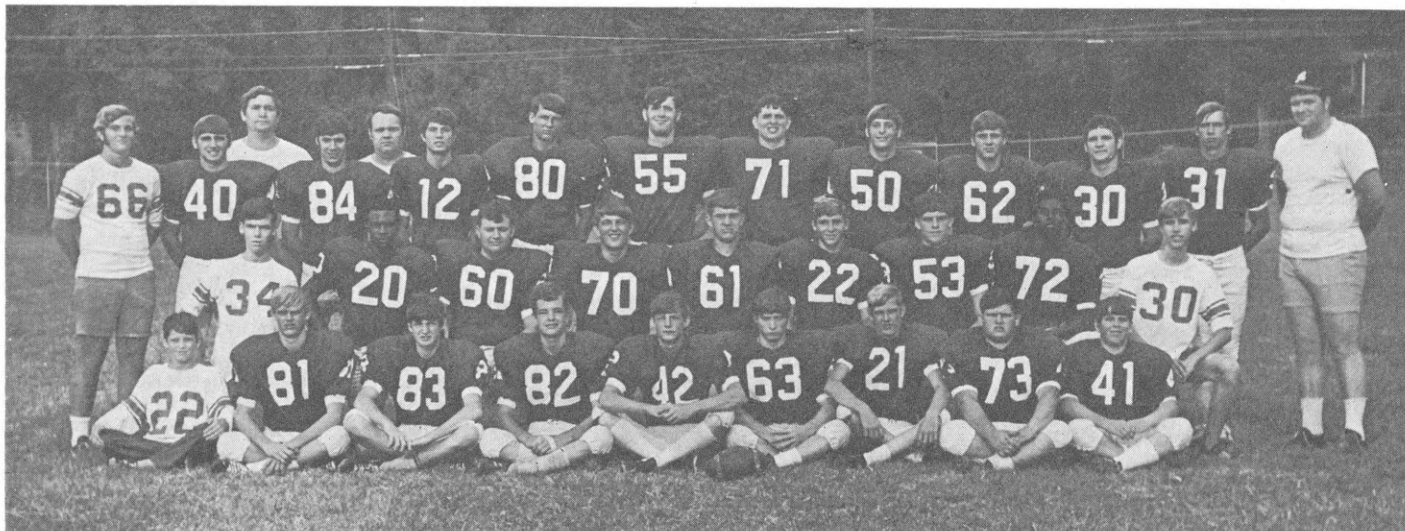
"The Silent Warriors play a brand of football not commonly known in this part of the country, their brand includes more than just courage, determination and pride. Courage is an understatement in describing these young Warriors from Talladega who rely upon the use of sight rather than speaking and hearing."

"High schools and people 'must see to believe,' as one fan put it. No one can knock their style of play and surely no high school football player can put them down.

"In fact, the Silent Warriors have a passing attack which can stand its own against any high school team. Their offense as well as their defense has been tested throughout the season. Teams from South Carolina, Tennessee, Florida and Georgia will confirm this."

Coach Jimmy Norrod gave most of the credit to his defensive team saying, "They did a very good job, and our defense gave up only 58 points in ten games which I think was very good."

And the ASD Warriors were good enough to be in the 1A playoffs, but due to bad breaks early in the year missed it like they did last year. In their second and third games of the season, the Warriors lost two very tough games. ASD fell to Ohatchee High by a 7-0 score but led in every statistic, rolling 116 yards on the ground and one pass for 13 yards. The Indians did not scratch in the passing



GREATEST ASD TEAM EVER—The Nation's No. 1 Deaf Prep Eleven (1971) representing the Alabama School for the Deaf Silent Warriors. The Talladega aggregation averaged 559.1 yards a game in 10 contests, balanced between ground and air; scored an average of 23.6 points and limited opponents to a total of eight touchdowns. The Silent Warriors responsible for posting a fine 8-2-0 season are, from left to right: First row—Alfred Davis, Jerry Smith, Terry Dahlgren, John Kirskey, Tim Campbell, Kenneth Bratton, Roger Smith, Leon Johnson, Rickey Morgan. Second row, kneeling—Don Poole, Terry Thomas, Verlone Elliott, Ricky Bowerman, Simmie Slay, Morris Wheeler, Dennis Hill, Aaron Carroll, Jerry Garmany. Third row, standing—Jackie Smith (student coach), Raymond Steele, Steve Butt, Mark Windham, Ricky Kelley, Ricky Phillips, Ronnie Hartzos, Jim Nicholson, Waymon Knott, Ricky Blackwell, Jim Mathis, Alfred Deuel (assistant coach). Fourth row, standing—Jim Norrod (head coach) and Dan Kearley (assistant coach).

department and only counted 112 yards on the ground. **Ohatchee was a finalist in the 1A playoffs in 1970.**

The Warriors also led in every statistic against San Rock High except the score when they lost 14-8. Because of illness in the family ASD Coach Jimmy Norrod missed the game, which had a lot to do with the loss.

Besides these two tough defeats, ASD conquered South Carolina Deaf, 36-8; Tennessee Deaf, 14-6; Florida Deaf, 28-0; Spring Garden High, 54-0; Georgia Deaf, 14-0; Cedar Bluff High, 22-15; Millersville High, 22-8, and Cleveland High, 38-0.

Words were not spread lavishly about the exploits of ASD's Raymond Steele. It seemed that words were not necessary to describe his exploits. Not many words, at any rate. Just phrases like . . . "demon on defense and a terror on offense" . . . "he was all over the field" . . . "he was the big workhorse for the Warrior offense." Add to those ravings of writers, Tennessee Deaf Coach Mike Slater's description of Steele as "one of the best linebackers I have seen in high school football."

Weighing 175 pounds and standing only 5-7, Steele was undoubtedly the best two-way performer in deaf prep football. There was nothing to choose between his ability on offense or defense. He was great both ways in all 10 of the ASD games. He rushed for a total of 1,041 yards and scored 7 touchdowns. He did not score much but his long runs set up several TDs. Steele was picked as the top lineman of the week of 1A-2A schools in the county five times, and in all 10 games he made 104 tackles and assisted in 35. And in the two games ASD lost, Steele was the outstanding player on the field. The Warrior halfback-middle linebacker had two years of just about equal success, and it is appropriate he hit the very top as a senior.

Besides Steele, the other top players were quarterback Mark Windham, guard Waymon Knott, end Ricky Kelley, fullback Jim Mathis, 200-pound guard Ronnie Hartzog, center Ricky Phillips and sophomore halfback Terry Thomas.

Windham was cited for his courage in playing quarterback. Performing with a shoulder separation that would have kept most people on the bench, Windham not only played but tossed 18 TD passes in nine contests. He was unable to play against Georgia Deaf. And in the game against Tennessee Deaf, Windham played under constant pressure. He dropped several times during the game but he kept his cool. He led ASD to a last gasp winning touchdown by throwing a TD pass, and tossed a two-point conversion. He has one more year to play.

Steele, Knott, Phillips, Kelley and Windham were picked on All-County teams.

Now here are two surprises we never expected to find tucked away in our grid-iron scrapbook for 1971. The two surprise teams of the year were Mt. Airy and Wisconsin.

The Mt. Airy Panthers representing the Pennsylvania School for the Deaf wrapped up their first season in the Penn-Jersey League in a tie for second place with Bryn Athyn Academy (3-1-1). Pennington Prep School won the title with a 5-0-0 record. The Panthers, coached by Norm Hawkes, assisted by Ken Eberle, were 5-2-1 overall.

In the Pennington game, the PSD Panthers were leading 6-0 at the end of the first half, racking up 143 yards offensively in the first half to Pennington's 86. But the second half of the game was entirely different. Pennington racked up eight points, which was to be the deciding margin of victory and rolled up 115 yards offensively, while holding the Mt. Airy gridders to zero yardage. "I don't know what happened in that second half," Hawkes said. "It was just a complete

reversal of the first half." But Hawkes was quick to single out the efforts of his defensive unit, which played almost the entire second half and held the Penn-Jersey League champion to only eight points.

Rickie Ballinger, senior fullback; Chris Iocco, 210-pound junior tackle and Joseph Zollo, senior linebacker, were picked on the Penn-Jersey All-League squad.

For the first time in his 22 years of football tutoring at Wisconsin, Waldo Cordano was walking on air . . . yes, literally floating, and why shouldn't he be?

It has been said that good things eventually come to those who wait patiently and Coach Cordano had been waiting a long, long time. After being smothered by Missouri Deaf in the last quarter of their opening game of the season, 50-26, the WSD Firebirds improved greatly by winning six of the last seven games to end their most successful campaign in 10 years and shared the Indian Trails Conference Championship with Norris Foundation High and Brookfield Academy. The last conference title for WSD was in 1961. The Firebirds wound up the 1971 season with a conference mark of 4-1 and the overall record of 6-2.

For once, Coach Cordano did not have to rely on one or two players to lead his team to victory. The 1971 WSD eleven was a well-balanced squad as evidenced by three players who were selected to the all-conference team and four who made honorable mention. The Firebirds also had some depth in that able substitutes were found to replace five starters who were injured at various times during the year.

The smiles and faraway look on Coach Cordano's face are not only because he is reminiscing about the past year, but also because he is looking forward to next year. Of the 26 players on this championship team, 20 will be returning with some

promising freshmen moving up into the ranks.

Cordano was Deaf Prep Coach of the Year in 1954 when he piloted his WSD team to a fine 5-2 mark, and one of those two defeats was to the National Champion Illinois by the score of 6 to 0.

Other schools having a better than .500 season were Virginia, Kansas and Tennessee. Below are the 1971 season records of the deaf prep grid teams:

EAST	W	L	T	Pts.	Opp.
Mt. Airy (Pa.)	5	2	1	185	91
Virginia	7	3	0	162	168
Maryland	1	7	0	56	214
American	2	3	1	110	87
Fanwood (N.Y.)	3	2	0	83	96

CENTRAL

St. Rita (Ohio)	4	5	0	146	158
Wisconsin	6	2	0	196	128
Indiana	4	5	0	172	173
Illinois	1	0	7	68	290
Michigan	0	8	0	50	213
Kentucky	0	8	0	64	400

MIDWEST

Missouri	4	4	0	212	164
Kansas	6	2	0	236	86
Minnesota	2	4	1	63	111
Iowa	0	7	0	---	---

SOUTHEAST

Alabama	8	2	0	236	58
Tennessee	5	4	1	175	136
North Carolina	2	7	1	70	200
Georgia	---	---	---	---	---
South Carolina	1	9	0	54	242
Florida	1	9	0	54	332

SOUTHWEST

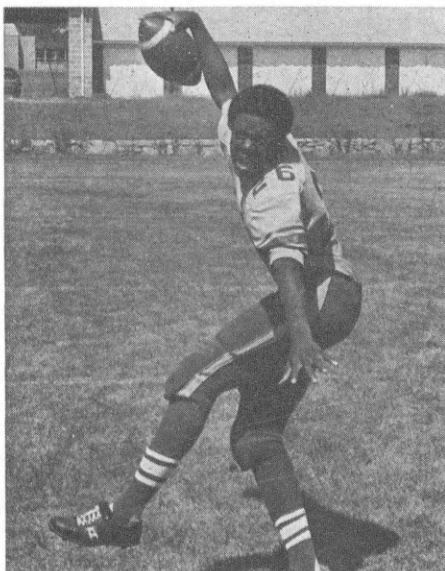
Texas	4	4	1	183	132
Louisiana	2	8	0	66	302
Oklahoma	0	9	1	124	345
Arkansas	0	7	0	28	223

FARWEST

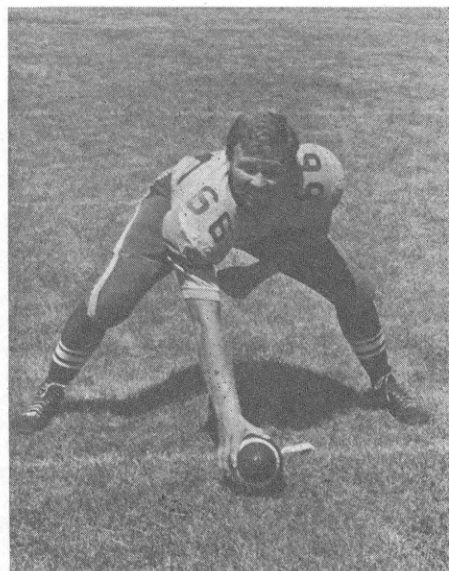
Riverside (Calif.)	2	6	0	138	210
Washington	3	5	0	136	159
Berkeley (Calif.)	2	5	0	48	112

Texas and Missouri had 50-50 seasons, but they should rank high among deaf prep elevens. St. Rita of Cincinnati, too, despite its losing season.

Missouri had the nation's top scorer and rusher in Hardy Jones.



All-Americans from the Missouri School for the Deaf—HARDY JONES (left) and BOBBY GRAFF, both seniors. A 160-pound Eagle super star halfback, Hardy was the nation's top deaf prep rusher and scorer, gaining 1,091 yards on 116 carries, and scored 20 touchdowns and 130 points in eight games. Graff was a fine 180-pound middle guard.



Texas finished with a season record of 4-4-1 after the tough loss to St. Anthony's High of San Antonio, 28-20. "We surely lost some close ones this year," said Coach Billy Snowden, "and St. Mary's High was the only club to beat us badly. In the other losses it could have been us winning just as easily as losing." Despite the season-ending loss before a large homecoming crowd, Snowden said, "I didn't feel badly about losing. We played a good game and just made a few more mistakes than they did. They had a strong team and we played them tough." Summing up the season, Texas did a lot better than anybody expected.

Head Coach Rocco DeVito again threw together a winning combination and his Virginia Cardinals finished with a 3-3 ledger in the Allegheny-Highland District League. Overall the Cardinals were 7-3-0. Last year VSD was 4-6-0. The Cardinals were beaten, 40-0, by Parry McCluer High which won the district title and finished with a 10-0-0 regular-season record before being knocked off by Chilhowie High

in the Single-A regional playoffs, 13-6. VSD as usual sported a solid air game. David Inabinett is big, standing over 6 feet, and netted 1,011 yards on 73 pass completions in 204 attempts and connected on 11 TD passes. He's a junior and should be much better next year. And VSD had senior Ed Arnold who deserved to make the All-America squad at end for the third consecutive season.

After losing to Alabama in the waning minute, Coach Mike Slater's Tennessee Vikings won their last four games. And this clash was tabbed as the most exciting of all of the following interschool for the deaf games during the '71 season:

Maryland 14, American 12
Virginia 30, Maryland 18
North Carolina 16, Maryland 0
VIRGINIA 34, North Carolina 14
MT. AIRY 31, AMERICAN 0

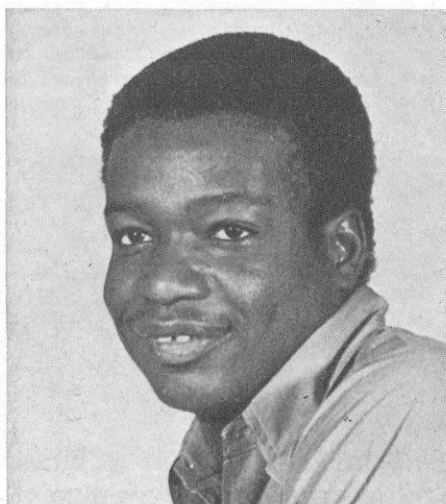
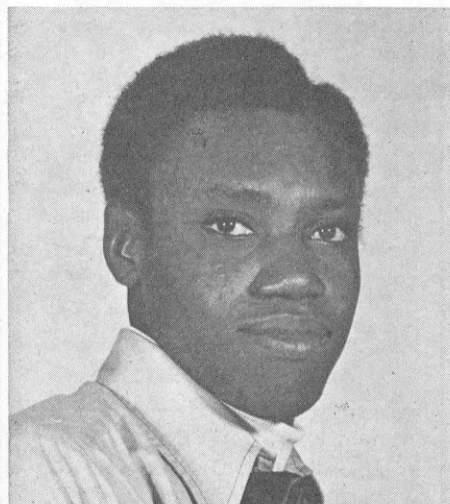
Alabama 28, Florida 0
South Carolina 40, Florida 6
Alabama 36, South Carolina 8
North Carolina 0, Georgia 0 (tie)
Alabama 14, Georgia 0
ALABAMA 14, TENNESSEE 6

Wisconsin 6, Michigan 0
St. Rita 28, Michigan 6
Indiana 24, Kentucky 6
St. Rita 46, Kentucky 8
Tennessee 49, Kentucky 12
St. Rita 8, Indiana 0
MISSOURI 50, WISCONSIN 26.

Kansas 36, Iowa 0
Kansas 42, Oklahoma 14
Missouri 66, Oklahoma 12
Illinois 22, Kansas 14
MISSOURI 30, KANSAS 14

Louisiana 18, Arkansas 14
TEXAS 38, LOUISIANA 6

If we were to rate top teams in the nation, the rankings would be: 1) Alabama, 2) Tennessee, 3) Mt. Airy, 4) Virginia, 5) Texas, 6) Missouri, and 7) St. Rita.



A couple of juniors from the Texas School for the Deaf made Kruger's 36th All-America squad. The Rangers are AARON BLACK (left), 165-pound halfback, and ROBERT REED, 195-pound tackle.

Colorado Zips Into State Playoffs With 8-0-0 Mark

Gary Washington Gets Award from President Nixon

Call it whatever you want, Bulldog power, Joe Sisneros and Company, or Gary Washington and team, the Colorado School for the Deaf had a highly winning grid team during the '71 campaign.

Sisneros' undefeated and untied Bulldogs tore through eight opponents last fall, winning the Black Forest League title and averaging an eyepopping 39 points per game. That's in the often razzle-dazzle style of eight-man football where two linemen and a back are deleted from the traditional 11-man formation. The Bulldogs were 6-0-0 in loop play. Last year CSD was 5-2-0.

In compiling their 8-0-0 record, CSD had its toughest game, a narrow 14-12 decision with Simla High in which CSD had 145 yards in penalties and two TD's called back. But since that the Bulldogs gained momentum each week, beating Miami High 48-6, Calhan High 56-26, Elliott High 42-6, Falcon High 50-20 and Cripple Creek High 46-14. Prior to the Simla game, Sisneros and Company defeated Westcliffe High 28-16 and Saguache High 30-26.

For the first time in history, CSD made a successful entry into the playoff ranks with a 28-14 defeat of Westcliffe High but lost to Hugo High in the semis when Hugo scored a surprisingly easy 50-0 victory. Hugo went on to win its fourth straight state 8-man title.

"It was one of those games you read about but you hope won't happen to you," Coach Joe Sisneros said. He's looking forward to next season and the return of all but four members of the squad which consisted of 26 players. "The mental attitude wasn't there," Sisneros said of the first loss. "Next year, they'll remember what it was like to get beat after nine straight wins."

The big gun in this impressive attack was Gary Washington, a broad-shouldered 190-pounder who can run like a cheetah. In 10 games Gary romped to 37 touchdowns and 14 extra points for a total of 236 points, making him the highest scorer in the history of deaf prep 8-man football.

The Bulldog speedster gained 2,359 yards on 198 rushing plays for an average of 12 yards per carry. He caught passes for 151 yards, returned kickoffs for 135 yards

and punts for 177 yards. In the Calhan game Gary gained 410 yards rushing and scored nine touchdowns, the most prolific single effort ever recorded in Colorado high school annals, in which he rushed for seven TDs, returned an intercepted pass 75 yards for a score and caught two passes for 34 yards and another score. He also had 152 tackles as a defensive back in 10 clashes.

In two seasons of varsity football, Gary has gained 3,905 yards rushing, maintaining a 13.5-yard-per-carry average. He gained so much yardage in a single game, that when state champion Hugo High held CSD scoreless, Gary gained "only" 142 yards on 22 carries, for him a poor day. And Gary has scored 48 touchdowns in two seasons.

"Gary could play with just about any college team I've seen," opined Sisneros. "Because he can't hear a thing, he'd have trouble with signals on offense. But he would be great on defense for any college club. Also Gary could make any high school team in the state, regardless of classification. He's got the speed and size and is just a great runner. And you can't overlook his defensive work at safety either."

Sisneros, who has seen Washington grow and develop over several years at the Colorado Springs institution, described him as "a pusher with lots of drive and God-given talents to do just about anything he wants. He's strong enough to run right through most open field tackles and with his speed, once he's open it's six points."

Gary Washington made the Colorado Springs All-Area 11-man first team as halfback, and also All-State 8-man first squad at back and was a winner of the First Annual Colorado Sidelines 8-Man Player of the Year Award.

When six-year-old Gary Washington enrolled in Colorado School for the Deaf in 1960, he quickly earned a reputation for competitiveness.

On Monday, December 6, 1971, President Richard M. Nixon gave this 17-year-old junior an award from the Amateur Athletic Union as the "most courageous athlete" at the Junior Olympics Champion-



Opposing coaches spoke highly of this 180-pound football player, RICHARD SUITER, who completed his brilliant three years of quarterbacking for Cincinnati's St. Rita School for the Deaf Lions. He scored 32 touchdowns in three seasons.

ships held last August. The presentation took place in the White House.

When he heard that young Washington had scored 37 touchdowns as a high school football player, Nixon immediately tried to recruit him for his favorite pro team, the Washington Redskins.

"We can use you with the Redskins," the President said. "We have two great running backs but both of them are hurt."

"He'd be a great defensive lineman, wouldn't he?" Nixon said, referring to the fact that football defensive players must key their movement to the snap of the ball and not the quarterback's signal.

In the citation, the President noted that

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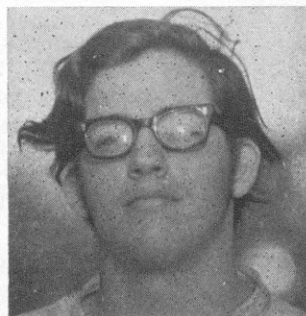
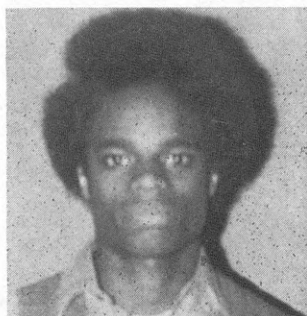
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Tough Panthers who gave the Pennsylvania School for the Deaf a surprisingly 6-2-1 season—RICKY BAL-LINGER, 6-1, 170-pound senior fullback; CHRIS IOCCO, 210-pound junior tackle, and JOE ZOLLO, 160-pound senior linebacker. They all were selected on Penn-Jersey All-League first team as well as on Kruger's 36th All-America squad.

The plaque Washington received from the AAU and the President reads, in part, "He exemplifies best the great lessons of sport perseverance, fair play, achievement."

Sisneros said he already has received inquiries about Gary from University of Colorado, Colorado State University, University of Kansas—and Notre Dame.

These two were the big stars of the CSD football team, but Sisneros always credited the rest of the team for their role in CSD's success the past grid season. Randy Ausmus was the principal pass catcher for senior quarterback Pat Ostberg's tosses. And sophomore guards 190-pound Bill Ross and 180-pound Terry Hanes had outstanding seasons. The backs were pretty big, too, but not the whole team. Especially center Larry Schwartz

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Kruger's 36th Deaf Prep All-America Squad

Pos.	Player and School	Age	Wt.	Ht.	Class	Coach
E	Edward Arnold, Virginia	19	160	5-9	Sr.	DeVito
E	Jerry Blanton, Tennessee	19	170	6-0	Sr.	Slater
E	Donald Perry, North Carolina	18	180	5-10	Jr.	Tuttle
E	Rickey Kelley, Alabama	18	170	6-0	Sr.	Norrod
T	Kenneth Hewitt, Wisconsin	18	170	5-10	Sr.	Cordano
T	Mike Adams, Riverside	17	205	6-4	Jr.	Lanzi
T	Chris Iocco, Mt. Airy	17	210	5-10	Jr.	Hawkes
T	Robert Reed, Texas	17	195	6-1	Jr.	Snowden
G	Fidel Martinez, Colorado	18	170	6-1	Sr.	Sisneros
G	Waymon Knott, Alabama	18	175	5-10	Sr.	Norrod
G	Marion Whaley, Tennessee	18	210	6-0	Sr.	Slater
MG	Bobby Graff, Missouri	18	180	5-10	Sr.	Davis
LB	Raymond Steele, Alabama	19	170	5-7	Sr.	Norrod
LB	Joseph Zollo, Mt. Airy	18	160	5-8	Sr.	Hawkes
LB	Tom Marvel, Berkeley	17	205	6-3	Jr.	Harris
C	Rickey Phillips, Alabama	18	175	6-1	Sr.	Norrod
QB	David Inabinett, Virginia	18	165	6-0	Jr.	DeVito
QB	Richard Suiter, St. Rita	18	180	5-10	Sr.	Sweeney
HB	Gary Washington, Colorado	17	190	6-3	Jr.	Sisneros
HB	Raymond Steele, Alabama	19	170	5-9	Sr.	Norrod
HB	Hardy Jones, Missouri	19	160	5-10	Sr.	Davis
HB	Ken Landrus, Washington	18	155	5-9	Jr.	Devereaux
FB	Ricky Ballinger, Mt. Airy	18	170	6-1	Sr.	Hawkes
B	Mike McCabe, Kansas	18	170	5-11	Sr.	Porter
B	Aaron Black, Texas	17	165	5-10	Jr.	Snowden
B	Jon Rudersdorf, Wisconsin	18	175	5-11	Sr.	Cordano

SPECIAL MENTION: Mark Dean, fb, soph., Ind.; Kenneth Kramer, c, frosh., Ind.; Terry McCoy, fb-lb, jr., Wis.; Lou Volpintesta, e, jr., Wis.; Joe Murphy, 185 g, jr., Tenn.; Charles Browning, c-mg, jr., Tenn.; Ivory Thompson, hb, soph., Tex.; Frankie Gonzales, hb, soph., Tex.; James Roskovich, 180 t, sr., St. Rita; Mike Lynch, qb, sr., Mt. Airy; Mike Campos, 175 g, sr., Berk.; Jack Milton, hb, soph., S.C.; Leroy Pickney, 175 t, soph., S.C.; John Klaus, hb, soph., Wash.; Darrell Moore, g, sr., N.C.; James Wilson, hb, frosh, N.C.; David Steiner, 180 t, soph., Kan.; Ed Redic, 195 fb, soph., Kan.; Mike Farnady, qb, frosh, Riv.; Keith Brown, hb, River., soph.; Craig Sellers, 175 hb, jr., La.; Guy Miller, 190 e, jr., La.; Larry Johnson, hb, sr., Md.; Ray La Ferriere, 215 t, Amer., soph.; Jim Mathis, fb, sr., Ala.; Mark Windham, qb, jr., Ala.; Aire Buchanan, hb, jr., Ill.; Steve Deavers, e-hb, Va.; Larry Belle, hb, Tenn., jr.

HONORABLE MENTION to departing seniors: Mark Tollefson, e, Wis.; Dennis Anderson, 170 c, St. Rita; Larry Kay, lb, Mo.; Brad Vickers, lb, Mo.; Richard Goodwillie, lb, Wash.; Steve Rivenback, 200 c, N.C.; Robert Smith, 180 g-t, N.C.; Danny Loy, hb, Kan.; David Sanderson, fb, River.; Donald Boone, e, Md.; David Biskupiak, 190 e, Amer.; Paul Batch, 220 g, Amer.; Roger Petty, hb, Va.; Victor Haynes, hb, Va. Earl Parks, 200 c, Mich.

who wrestled in the 98-pound class but now is all the way up to 120 pounds.

And here's what Al Whitt (he's assistant football coach) has to say about Joe Sisneros: "He is a great football coach and he is the greatest football coach I have ever seen or worked with. His firmness with the boys has won their hearts. Joe has come a long way to build up a great football team."

Joe Sisneros certainly deserves to be named Deaf Prep Football Coach of the Year for 1971.

And no Kruger's 36th Deaf Prep 11-Man All-America Squad would be complete without the talents of junior Gary Washington and senior Fidel Martinez. Both became the second and third 8-man grid- ders to make the 11-man squad. Ken Eurek of Nebraska was the first and he's now a first string quarterback at Gallaudet College.

The year 1971, obviously, was a rebuild- ing year for former National Champions

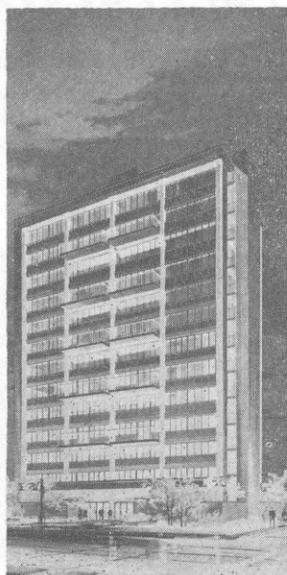
Riverside and Illinois as well as several other schools.

The Riverside Cubs, under the direc- tion of renowned Pete Lanzi, became the team of the future as Lanzi installed re- newed confidence into a young, inexper- ienced squad and manipulated and molded them into a respected group. Although the Cubs had a losing season, they seemed to be a matured team in the last two games against powerful Notre Dame High, which eventually won the Arrowhead League title, and San Dimas, which fin- ished a close second. In those two clashes, the Cubs were in the game until the very end. Coach Lanzi foresees an exciting future for football at CSDR in the next few years. Last August Lanzi directed an underdog West team to a stunning 26-13 victory over the East in the annual Riverside County All-Star High School Football Classic. Lanzi himself a former pro player for the New York Giants and the Detroit Lions recently was offered a position as assistant coach of the San Diego Chargers but declined.

This was the poorest year that Illinois Coach Jim Bonds has had in his 15 years at the Jacksonville school. ISD Tigers started mostly sophomores, so they should show a great deal of improvement in the next two years. Illinois' lone win of the '71 season was an upset over Kansas.

West Virginia is now playing junior varsity ball but will return to varsity competition in 1973.

P.S.: Leslie Massey, a Gallaudet College graduate, replaced Jess Smith as head football coach at the Indiana School for the Deaf after the latter was appointed assistant superintendent of the school (Congrats, Boss!). Three more new coaches have been added to our fraternity: Ray Parks at Maryland, Bill Price at Oklahoma and Bob Sparks at Kentucky. Both Price and Sparks are "hearies."



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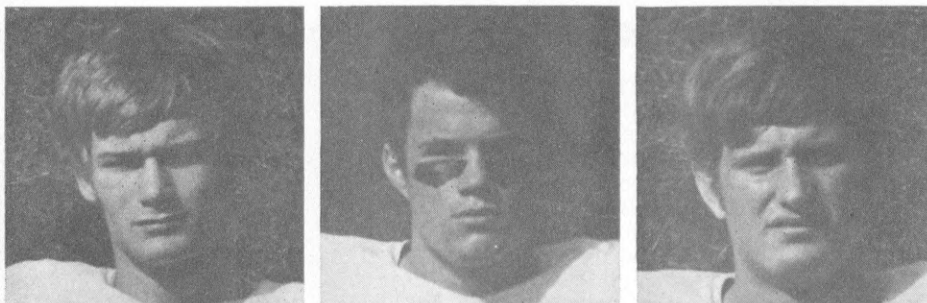
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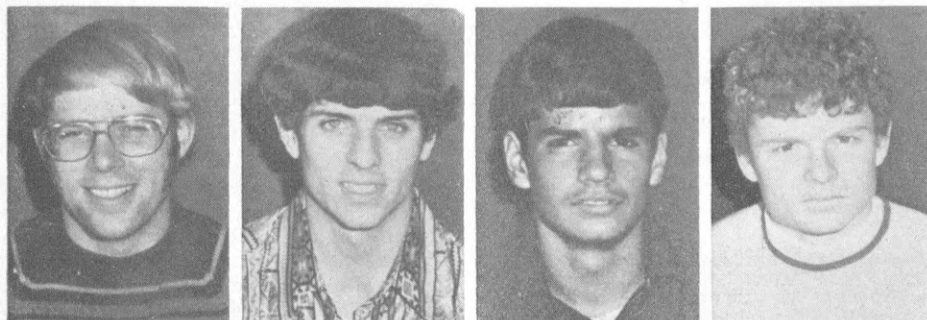
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KEY PERFORMERS of the Virginia School for the Deaf Cardinals who wound up with a very respectable 7-3-0 record after last year's slumping 4-6-0 mark: Left to right: **DAVID INABINETTE** (15), 6-0, 165-pound junior, who connected on 73 passes for 1,011 yards and 11 touchdowns; **FINDLEY LOVING** (75), a fine 160-pound junior defensive guard, and **EDWARD ARNOLD** (86), an outstanding 160-pound senior end. He and Inabinette formed the Cardinals' dynamic passing combination. Arnold made the All-America squad three straight years.



Due to these top Firebirds, Waldo Cordano's Wisconsin School for the Deaf eleven ended its most successful campaign in 10 years by sharing the Indian Trails Conference Championship. The Firebirds finished the 1971 season with a 4-1-0 conference record and an overall slate of 6-2-0. The Firebirds, from left to right: **JON RUDERSDORF**, senior halfback who scored 10 touchdowns in eight games; **KEN HEWITT**, senior offensive and defensive tackle; **LOU VOLPINTESTA**, junior offensive end and defensive safety, and **TERRY MCCOY**, junior offensive fullback and defensive middle linebacker. They all made all-conference squad.

International Flag For Deaf Unveiled At MSSD

Deaf persons the world over may soon have their own international flag. Warren Coryell, a graduate of the Model Secondary School for the Deaf and now a preparatory student at Gallaudet College, began work last year on a design for an international flag for the deaf. Seeking broader support, he and members of the MSSD chapter of the Jr. NAD approached Frederick C. Schreiber, Executive Secretary of the National Association of the Deaf, and immediately won enthusiastic approval for such an international symbol.

On December 8, Warren's "dream" was unveiled in a ceremony at its birthplace—the MSSD—with members of the Gallaudet College community, the NAD, representatives from the Department of Health, Education, and Welfare, and MSSD students and staff looking proudly on.

The flag will be kept at MSSD until March of 1972 when representatives of the National Association of the Deaf will take it to Rome for the board meeting of the World Federation of the Deaf.

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Argentina First In Latin-American Games For Deaf

By REUBEN I. ALTIZER



JOSE BENDEGUZ of Venezuela won five gold medals and a silver medal. He won every swimming event except one, in which he was close second, in the Latin American Games.

The Fifth Latin-American Games for the Deaf was held in Buenos Aires, Argentina, December 4-10, 1971. There were 263 athletes from Argentina, Brazil, Chile, Uruguay and Venezuela participating in soccer, basketball, table tennis, women's volley ball, swimming, diving, shooting and chess.

Argentina led with 240 points; Venezuela was second with 157; Uruguay, 86; Chile, 80; and Brazil, 57. Venezuela had only seven athletes participating, but won 15 medals—11 gold and 4 silver, while Argentina, with over 80 athletes, won 24 medals—10 gold, 7 silver and 7 bronze.

Reuben I. Altizer was the only American attending the delegates meeting as an official observer for USA. The delegates voted to change the name of the organization to Pan American Committee on Sports for the Deaf so the United States and Canada can compete in the next Games. The 6th Pan American Games for the Deaf will be held in Caracas, Venezuela, in July 1975, pending approval by the government and the Olympic Committee of Venezuela. Track and field events will be included in the 1975 Games.

New officers for 1971-75: President, Teodoro Manzanedo, Argentina; secretary-treasurer, Esteban Ferrer, Argentina; first vice president, Pedro Alvarez Diaz, Venezuela; second vice president, to be named by Uruguay; board members: Sentil Dellatorre, Brazil; Fernando Valdivieso Pino, Chile; member to be named by Peru; and member to be named by USA.

The next executive board meeting is scheduled in Buenos Aires next September. The board will select the best design for the new Pan American flag and emblem.

		Classification			General			
	Soccer	Basketball	Women's Volley	Swimming	Diving	Shooting	Table Tennis	Total Points
Argentina	20	20	20	67	10	80	23	240
Venezuela	--	--	--	46	6	--	105	157
Uruguay	3	12	8	4	--	36	28	86
Chile	6	8	6	--	--	--	60	80
Brazil	12	6	12	27	--	--	--	57
Total In Medals								
	Gold	Silver	Bronze	Total				
Argentina	10	7	7	24				
Venezuela	11	4	--	15				
Uruguay	--	7	2	9				
Chile	--	4	5	9				
Brazil	1	4	--	5				

(Note: Brazil's nine athletes were detained in Uruguay for four days because they did not have passports or tourists cards. They missed participation in many events.)

Soccer

Brazil 1, Uruguay 0
Argentina 2, Chile 0
Brazil 3, Chile 0
Argentina 3, Uruguay 0
Uruguay 3, Chile 2
Argentina 0, Brazil 0
Argentina 3, Brazil 3, Final

Women's Volley Ball

Brazil 3, Chile 0
Argentina 3, Uruguay 1
Uruguay 3, Chile 1
Argentina 3, Brazil 0
Brazil 3, Uruguay 2
Argentina 3, Chile 0

Basketball

Uruguay 29, Chile 28
Argentina 32, Brazil 14
Chile 40, Brazil 33
Argentina 38, Uruguay 27
Uruguay 33, Brazil 31
Argentina 40, Chile 39

Table Tennis

1. Venezuela — 105 points
2. Chile — 60 "
3. Uruguay — 28 "
4. Argentina — 23 "

Swimming

100 meters Breast: 1. Jose Bendeguz, Venezuela, 1,23.4; 2. Jose Airton, Brazil; 3. Ricardo Saroka, Argentina.

100 meters Back: 1. Jose Bendeguz, Venezuela 1,38.0; 2. Jorge Fernandez, Argentina; 3. Nicolas Duczynsky, Argentina.

200 meters Free: 1. Jose Bendeguz, Venezuela, 2,58.2; 2. Carlos Andrade, Brazil; 3. Hugo Roldan, Argentina.

200 meters Breast: 1. Jose Bendeguz, Venezuela, 3,24.7; 2. Nicholas Duczynsky, Argentina; 3. Jorge Fernandez, Argentina.

100 meters Free: 1. Carlos Andrade, Brazil, 1,17.1; 2. Jose Bendeguz, Venezuela, 1,17.2; 3. Hugo Roldan, Argentina.

Fancy Diving: 1. Hugo Roldan, Argentina; 2. Julio Rangel, Venezuela.

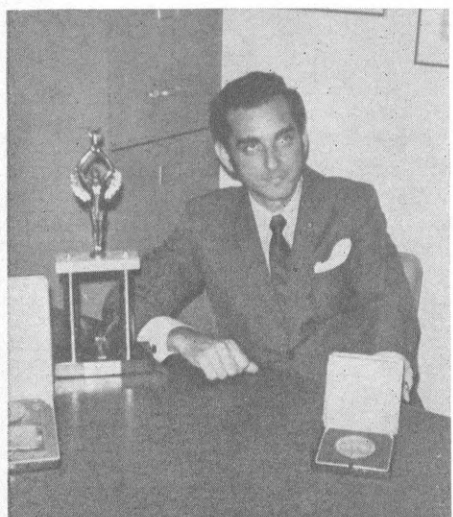
Women's 100 meters Free: 1. Patricia Gelman, Argentina, 1,28.2; 2. Cristina Murtagh, Argentina; 3. Angelica Batianani, Uruguay.



A group of six proud Venezuelans won more medals in swimming and table tennis events than any other group in the Latin American Games.



TEODORO MANZANEDO, president of the Latin American Committee on Sports for the Deaf, hoists the flag at the opening ceremonies of the Latin American Games for the Deaf in Buenos Aires, Argentina.



PEDRO ALVAREZ DIAZ of Venezuela is vice president of the reorganized Pan American Committee on Sports for the Deaf and will be chairman of the Pan American Games for the Deaf in Caracas, Venezuela, July 1975. Canada and USA will participate in the 1975 Games.

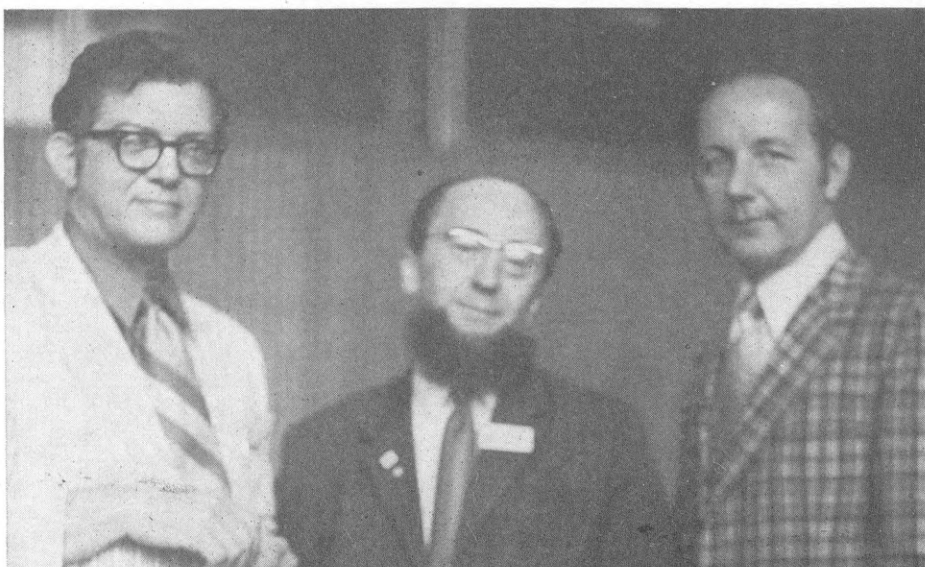
Teacher-Training At Western Maryland Approved

The program in education of the deaf at Western Maryland College, Westminster, has received the approval of the Council on Education of the Deaf. CED is the certifying agency for teachers and approves teacher preparation programs in deafness. This is the second year of the program on a full-time basis at Western Maryland College and one of the evaluators commented that it is unusual for accreditation to be granted so soon. Some programs, in existence for many years, have not received approval.

According to Britt M. Hargraves, director of the program, the college was approved because it fulfilled every requirement and had no areas of weakness. The application did not have to be returned for further amplification or correction of problem areas, he said, and went through on the first submission.

Western Maryland College is in its fifth year of a cooperative plan with the Maryland School for the Deaf. This original program was part-time and experimental. Dr. David M. Denton, superintendent of Maryland School for the Deaf, conceived the cooperative idea and worked with Western Maryland administrators and faculty to get it started. That program started in order to meet needs of the Maryland School, which faced a growing population of deaf children without enough certified teachers to educate them.

Western Maryland receives applications from all over the United States and from outside the country. One reason for interest in the program is that Western Maryland will accept deaf persons. For many years, deaf people could not take part in programs for the deaf and many teacher preparation programs still do not accept them.



NAD Executive Secretary Frederick C. Schreiber poses with Professor Guejman of Russia who is International Chairman of the World Federation's Social Commission and Bill McConnell of the Washington (D. C.) Board of Trade and Convention Bureau. No cold war here, is there?

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Wiedenmayer Resigns AGB Position

After a decade in industry and a quarter-century in the United States Diplomatic Service abroad, followed by seven years of work for the deaf with the Alexander Graham Bell Association for the Deaf, Joseph Wiedenmayer is resigning as special assistant as of March, 1972.

Joe, who is well-known for his efforts to help the deaf and hard of hearing, plans to devote some of his time in the interest

of the blind and deaf-blind. But he says, "My interest in the education, employment and general welfare of deaf people will never cease."

Some of our readers may recall the feature story about him in a 1966 issue of THE DEAF AMERICAN.

Wiedenmayer, who is severely deaf and legally blind, was asked what advice he would give to handicapped youths. He replied, "Never give up. Never! Never! Never!"



FRONT ROW CENTER

By TARAS B. DENIS

This Year Be Different — Give A Graduation Play . . .

Now, this guy comes up to me and says, "Yeah, I know. That playwriting contest sponsored by the National Theatre of the Deaf years back is over. But this is something else."

Handing me a single sheet of paper, he goes on, "I think dramatizing my feelings is a much better way of answering the wave of poppycock and Pollyanna that seems to be flooding some of our supposedly professional publications. You know what I mean—like the stuff appearing in the last few issues of the *Volta Review*. Heck, if some authorities can pass off pure opinion for facts supported by research, I don't see why I can't make the stage my platform!"

So I sit and read his paper. Wow! and this column's just the place! You don't mind? Gee, thanks! Well, folks, here it is . . .

GRADUATION DAY AT SHINING HOPE SCHOOL FOR THE DEAF

(A One-Act Show)

Curtain . . .

(Deaf Graduate to Superintendent Goodyear Rubberlips at June Commencement Exercises)

GRADUATE: Superintendent Rubberlips, if this school is so good how come I am graduating after 11 years of schooling with only a third grade reading level?

RUBBERLIPS: My boy, that is not bad for a deaf person. What did you expect since you, like most deaf people, can lipread only 25% of what you teachers say? If you could understand 100% you would be at the twelfth grade level. (Aside: I'd better repeat this four times so he will get 100% of what I say.) Repeats self four times: "My boy, that is not bad for a deaf person," etc.)

GRADUATE: So you are using a communication system that penalizes me!?!

RUBBERLIPS: Of course, my boy, of course! Even outsiders like Homer Babbidge and Mr. Kohl can see that. What else can you expect? After all, we oralists can't sign, and if we had to learn we would be out of a job. Besides, oralism sits well with the public, especially parents. (Aside: "Especially well-heeled parents!")

(Enter the Graduate's Parents)

DAD: Superintendent Rubbermouth . . . er, I mean Richlips . . . I mean Rubberlips, tell my son we will get him a job with the New York Stock Exchange in two weeks.

RUBBERLIPS: (Blanching, then aside: "Egad! I must withdraw my investments tomorrow!") Turns to Graduate: Your dad says he will get you a job in the New York Stock Exchange in two weeks.

GRADUATE: My dad says he will go new shop to get my new socks changed?

RUBBERLIPS (Misunderstands): Right! (Turns to Parents): See how well he reads lips, Mr. and Mrs. Naive! You can be proud of yourselves for the many sacrifices you have made to ensure your son of an excellent oral education at old Shining Hope School. Now he is ready to take his place in the world and be like everyone else. (Aside: "Everyone else who is deaf, I mean.")

GRADUATE (to Dad): What he say?

DAD (to Superintendent): What did my son say?

RUBBERLIPS (to Graduate): What did you say, boy? (Watches Graduate's lips intently.)

GRADUATE (to Dad): What he say?

Curtain, as carrousel music comes on strong . . .

BRAVO! ENCORE! (Incidentally, you have to admit it does tie in well with the NTD's recent production of "My Third Eye.") AUTHOR! AUTHOR!

And of course I'd like nothing better than to welcome our newest playwright. However, he's a bit shy at the time and, until he's ready with another work or two, I've promised to withhold his identity. So be it.—TBD.

Frieda B. Meagher Passes

Frieda Baumann Meagher of Chicago passed away on October 7, 1971, at the age of 95. Born in Germany, she came to the United States at the age of seven. Having lost her hearing on the boat en route, she entered the Illinois School for the Deaf. Upon graduation, she enrolled at Gallaudet College and received her bachelor's degree in 1902.

After teaching 10 years at the Oklahoma and Washington State Schools for the Deaf, she married James Frederick Meagher, a prominent figure in the world of the deaf for many decades. A son died from a football injury in his mid-teens.

"Frau Frieda," as she was affectionately known, was very active in projects for the welfare of the deaf in the Chicago area. She was an officer in numerous organizations. Those in attendance at the National Association of the Deaf convention in Las Vegas in 1968 will recall the sprightly little lady and her rendition of Mizpah at the banquet.

Research Grant Awarded Gallaudet College

A \$47,238 research grant has been awarded to Gallaudet College by the National Institute of Neurological Diseases and Stroke. The grant is for research in the area of perception of complex auditory stimuli by the deaf. The research project will be administered by Dr. James M. Pickett, director of Speech Communications Research at Gallaudet. The grant is for a period beginning January 1, 1972, and ending December 31, 1973.

Deaf Masons
LOS ANGELES LODGE NO. 1
Stated Communication on 2nd Saturday
of each month, 7 p.m.
Ray F. Stallo Secretary
22816 Miriam Way
Colton, Calif. 92324
GOLDEN GATE LODGE NO. 2
Stated Communication on 3rd Friday
of each month, 8 p.m.
JOSEPH C. LACEY, Jr., Secretary
380—36th Way, Sacramento, Calif. 95816

Church Directory

Assemblies of God

When in North Jersey visit . . .
CALVARY CHAPEL OF THE DEAF
571 Westminster Ave., Elizabeth, N.J.
Sun. 10 & 11 a.m.—Tues. 8:00 p.m.
Rev. Croft M. Pentz, pastor
Phone: (201) 355-9568

FIRST ASSEMBLY OF GOD DEAF CHURCH
5909 South Harvey, Oklahoma City, Okla. 73149
Sunday—9:30 a.m., Sunday evening—7:00 p.m.
Wednesday—7:30 p.m.
Friday evening—6:30 p.m. Youth through
the summer.
Just one mile west of Interstate 35
Rev. Mrs. Elmo Pierce, pastor

When in Rockford, welcome to—
FIRST ASSEMBLY FOR THE DEAF
804 2nd Ave., Rockford, Ill.
Services each Sunday at 9:30, 10:45 a.m.
and 7:30 p.m. Bible study each Tuesday
evening, 2710 N. Rockton.
Rev. Lloyd Couch, pastor

When in Minneapolis-St. Paul, worship with us . . .
SUMMIT AVENUE ASSEMBLY OF GOD CHURCH FOR THE DEAF
 845 Summit Ave., St. Paul, Minn. 55105, 221-8402
 Sundays—9:30 a.m., 10:45 a.m., 7:00 p.m.;
 Wednesdays—7:30 p.m.; Fridays—7:30 p.m.
 Carol Vetter, Pastor for the Deaf

Baptist

When traveling north, south, east or west, eventually you will pass through Little Rock. Why not stop and worship in the Silent Department of
FIRST BAPTIST CHURCH
 1208 Louisiana Street, Little Rock, Ark.
 Sunday: Sunday school 9:30 a.m.; worship 10:45 a.m.; evening worship 6:00 p.m.
 A full program for the deaf.
 Rev. Robert E. Parrish, minister to the deaf

THE FIRST BAPTIST CHURCH
 217 Dill Ave., Frederick, Maryland
 Robert F. Woodward, pastor
 David M. Denton, interpreter
 9:45 a.m., Sunday school for deaf
 11:00 a.m., Morning worship service interpreted for the deaf
 A cordial welcome is extended.

A warm welcome for the deaf . . .
AT FIRST SOUTHERN BAPTIST CHURCH
 5640 Orange Avenue, Long Beach, Calif.
 Interpretation for the deaf at all services:
 Sunday, Bible study—9:30 a.m.; worship 11 a.m. & 7 p.m. and Wednesdays, 7:30 p.m.
 Sign Language Class, Sundays, 5:00 p.m.

Worship and serve with us at
FIRST BAPTIST CHURCH
 500 West Main Avenue
 Knoxville, Tennessee
 Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 5:50 p.m.; Evening worship 7:00 p.m.
 A Full Church Program for the Deaf
 Rev. W. E. Davis, Minister

WHEN IN NEW ORLEANS VISIT THE HISTORIC French Quarter and First Baptist Church, 4301 St. Charles Ave., New Orleans, La. Services: Sunday-9:15 a.m., 10:30 a.m., 5:45 p.m., 7:00 p.m., Wednesday 7:15 p.m. Dactylology Classes: Sun., 5:45 p.m., Wed. 6:00 p.m., A Complete Gym: Mon., Wed., Fri. 3:00-5:00 p.m., Saturday 9:00-12:00 a.m. and 6:30-10:30 p.m. Captioned Films for the Deaf: Saturday 8:00 p.m. Rev. H. L. Barnett, Pastor to Deaf; Mr. J. K. Baker, Asst.

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
 8th & H Streets, N.W., Washington, D.C. 20001
 Sunday School, 9:30 a.m. Worship, 10 a.m.
 Francis C. Higgins, leader, 937-2507.

When near Louisville, Ky., welcome to
FOURTH AND OAK STREETS BAPTIST CHURCH FOR THE DEAF (SBC)
 Sunday School, 9:45 a.m.; Worship service, 10:55 a.m.; Sunday night service, 6:00 p.m.; Wednesday night service prayer meeting, 7:15 p.m.
 Rev. Joe L. Buckner, pastor and interpreter
 Miss Sue Henson, interpreter

Church of the Brethren

ROANOKE DEAF BRETHREN CENTRAL CHURCH OF THE BRETHREN
 416 Church Avenue S.W., Roanoke, Virginia
 Services: 11:00 a.m. every Sunday.
 Prayer Meetings: As announced.
 All are welcome regardless of faith.

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
 1912 N. Winnetka
 Dallas, Texas 75208
 Sunday—9:45 a.m.
 Ralph D. Churchill, 941-4660

Episcopal

When in Mobile, Alabama, or on way to Florida stop and visit
ST. MARK'S EPISCOPAL CHURCH FOR THE DEAF
 St. Stephens Road and Craft Highway, Toulinville
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 Lay Reader, Matt Horn

When in Denver, welcome to
ALL SOULS MISSION FOR THE DEAF—ST. MARK'S EPISCOPAL
 1160 Lincoln St., Denver, Colorado
 Tel. 534-8678
 Open every Sunday at 11 a.m.
 All Souls Guild meetings second Friday night, 7:30 p.m.
 All Souls Guild socials fourth Friday night, 7:30 p.m.
 Rev. Edward Gray

The oldest church for the deaf in the United States
ST. ANN'S CHURCH FOR THE DEAF
 Episcopal
 426 West End Ave. near 80th St.
 Services 11:30 a.m. every Sunday
 The Rev. Jay L. Croft, Vicar
 Mail Address: 251 W. 80th St.
 New York, N. Y. 10024

Lutheran

ETERNAL MERCY LUTHERAN CHURCH FOR THE DEAF
 2323 Monroe Ave., Memphis, Tenn.
 Worship service 11 a.m. every Sunday.
 The Rev. Donald E. Leber
 Phone 901-274-2727

Visiting New York "Fun" City?
ST. MATTHEW LUTHERAN CHURCH FOR THE DEAF
 41-01 75th St., Elmhurst (Queens), N.Y. 11373
 11:00 A.M. Sunday Worship (10:00 A.M. June-July-August)
 Rev. Daniel A. Hodgson, pastor
 212-335-8141 or 516-248-2357 Voice or TTY
 1 block from IRT & IND Subways

SHEPHERD OF THE HILLS LUTHERAN CHURCH
 Diamond Heights Boulevard & Addison Street
 San Francisco, California 94131
 Telephone: 586-3424
 The Reverend Marlin Sampson, pastor
 Telephone: 589-1246
 "Serving Deaf and Hearing"
 Sunday School, 9:30 a.m.; Bible Study, 9:45 a.m.; Morning Worship, 11:00 a.m.

When in Minneapolis, welcome to . . .
BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF
 2901 38th Avenue South,
 Minneapolis, Minnesota 55406
 Services 11:00 a.m. every Sunday
 (10:00 a.m. during June, July and August)
 The Rev. Lawrence T. Bunde, pastor

An invitation to visit . . .
CHRIST LUTHERAN CHURCH OF THE DEAF
 5101 16th St. N.W.
 WASHINGTON, D.C. 20011
 Sunday worship—10:00 a.m.
 Daniel H. Pokorny, BD, MSW, pastor
 Ph. 322-2187

When in Miami, worship with us . . .
DEAF ZION LUTHERAN CHURCH
 15000 N.W. 27 Avenue - Greater Miami, Fla.
 WORSHIP, SUNDAY, 11 a.m.
 Open Wed Night, 7:30 p.m.
 Mr. Paul Consoer, lay pastor
 Church 688-0312; Home 621-8950
 "South Florida's only deaf congregation"

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 360 Morse Road, Columbus, Ohio
 Services 10:45 a.m. every Sunday
 The Rev. William A. Ludwig
 792 Kevin Dr., Columbus, Ohio 43224

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 31 West Beacon St., West Hartford, Conn.
 Earl J. Thaler, pastor
 Worship every Sunday—9:30 a.m.
 Bible class every Wednesday—7:15 p.m.

MEMORIAL LUTHERAN CHAPEL FOR THE DEAF
 10th and Grove Streets, Oakland, Calif.
 Worship Service: 10:00 a.m.
 Bible Class: 11:15 a.m.
 Clark R. Bailey, Pastor, 632-0845

Visitors most welcome to . . .
PEACE LUTHERAN CHURCH FOR THE DEAF
 4201 North College Avenue
 Indianapolis, Indiana 46205
 Services every Sunday at 10:30 a.m.

PRINCE OF PEACE LUTHERAN CHURCH FOR THE DEAF
 205 N. Otis, St. Paul, Minn.
 Services every Sunday at 10:30 a.m.
 August L. Hauptman, pastor
 Phone 644-9804 or 721-3239

OUR SAVIOR EVANGELICAL LUTHERAN CHURCH OF THE DEAF
 6861 Nevada Ave., Detroit, Mich. 48234
 Church service every Sunday at 10:00 a.m.
 The Rev. Russel Johnson, pastor
 Need help? Phone LA 7-7023

In North New Jersey meet friends at
ST. MATTHEW'S LUTHERAN CHURCH FOR THE DEAF
 510 Parker St. at Ballantine Pkwy.
 Newark, N. J. 07104
 (Bus #27 to B. Pkwy., 3 bl. West)
 Sundays, 10 a.m.; Thursdays, 8 p.m.
 Rev. C. Roland "G" Gerhold, pastor
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When in Pittsburgh, Pa., welcome to . . .
TRINITY LUTHERAN CHURCH OF THE DEAF
 409 Swissvale Ave., Pittsburgh, Pa. 15221
 10:00 a.m. Bible Class
 11:00 a.m. Sunday Service
 Rev. George C. Ring

United Methodist

CAMERON UNITED METHODIST CHURCH OF THE DEAF
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 Sunday Worship 11:00; Sunday Study 12:00
 Rev. Tom Williams, minister
 A place of worship and a place of service.
 All are welcome.

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 77 West Washington St., Chicago, Ill. 60602
 John M. Tubergen, leader
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 37th and Tilden St., Brentwood, Md.
 Sunday Services at 2:00 p.m.
 Captioned Movies every first Sunday at 3:15 p.m.
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Other Denominations

IMMANUEL CHURCH FOR THE DEAF
 657 West 18th St., Los Angeles, Calif. 90015
 Sunday school, 9:45 a.m.; Sunday morning worship, 11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

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 Pastor, John W. Stallings, Jr.
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 Worship Service, 10:30 a.m.
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 THE DEAF HEAR
 Bible Study and Prayer—Wednesday 7:30 p.m.

When in Atlanta, Ga., welcome to
CRUSSEL-FREEMAN CHURCH OF THE DEAF
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 1304 Allene Avenue, S.W., Atlanta, Ga. 30310
 Sunday School 9:45 a.m.—Worship 11:00 a.m. and 7:00 p.m.
 Wednesday Bible study and prayer 7:00 p.m.
 Rev. Wilber C. Huckleba, pastor
 Free Captioned Movie, 7:00, third Friday

NATIVITY CHURCH FOR THE DEAF
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 Trenton, N. J. 08610
 Worship service every Sunday, 11:00 a.m.
 Sunday School and Bible Class for Deaf, 9:30 a.m.
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 Service signed and spoken — Come as a family.

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our new

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Polly Bennett, secretary

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3100 East Roosevelt, Phoenix, Ariz.
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Address all mail to:
Patricia Gross
2835 West Glenrosa
Phoenix, Arizona 85017

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208 N. George St. York, Pa. 17401
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Socials on 2nd and 4th Saturdays
of month
Business meeting on 2nd Friday of month
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2101-15 Broadway
New York, N. Y. 10023
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Anthony F. Sansone, president
Vito Manzella, vice president
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Open Friday Evening. Business meeting-
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Madeline A. Keating, secretary

National Congress of Jewish Deaf

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770
Ben Estrin, Secretary-Treasurer
2305 Georgian Way, Wheaton, Md. 20902

* * *

Information re: local activities, write to
BOSTON H.A.D., c/o Mrs. Frieda Lofchle
36 Byron Rd., Chestnut Hill, Mass. 02167

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c/o Mrs. Susan Greenberg
1064 E. 92nd St., Brooklyn, N.Y. 11236

CHICAGO H.A.D., c/o Reubin Schneider,
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CLEVELAND H.A.D.,
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1474 So., Euclid, Ohio 44121

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Washington, D. C. 20002
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c/o Mrs. Elaine Fromberg
1029 N. Hayworth Ave., Los Angeles, Calif.
90046

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5709 Greenspring Ave., Baltimore, Md.
21209

NEW YORK H.A.D., c/o Milton Cohen
572 Grand St., New York, N.Y. 10002

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2653 'B' Tremont St., Philadelphia, Pa. 19152

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c/o Mrs. Alice Soll,
195 Princeton Drive, River Edge, N.J. 07661

TEMPLE BETH SOLOMON OF THE DEAF,
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15947 Vanowen St., Van Nuys, Calif. 91404